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ABSTRACT

The handbook is intended to assist the Cooperative Work Experience (CWE) coordinator in the initiation and operation of a CWE program in U.S. Dependent Schools in the European Area (USDESEA), and allows for the many diverse and unique situations found in the USDESEA schools. Also applicable to other secondary level work experience programs, it includes basic information regarding philosophy, educational requirements, job site selection, activities, evaluation criteria, roles of program personnel, and other important factors in supervising the CWE program. A 47-page section provides copies of essential forms, current regulations, and other sample documents essential to the CWE program. The information packet discusses overall objectives and depicts students participating in various job-related CWE program activities. (MW)

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DIRECTORATE
UNITED STATES DEPENDENTS SCHOOLS
EUROPEAN AREA
APO 09164

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1 February 1975

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# COOPERATIVE WORK EXPERIENCE

# HANDBOOK · PART I

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DIRECTORATE
UNITED STATES DEPENDENT SCHOOLS
EUROPEAN AREA
APO 09164

P A M P H L E T)
No. 352-602)

1 February 1975

DEPENDENTS' EDUCATION

COOPERATIVE WORK EXPERIENCE HANDBOOK PART I

This handbook is a revised edition of the USDESEA Pam. 352-602, originally issued in 1972 and includes changes in regulations, lists of new materials, suggestions for CWE activities and innovative ideas from CWE Coordinators. The handbook is intended as a guide for CWE Coordinators, counselors, principals, district and directorate administrators, and allows for the many diverse and unique situations found in the USDESEA schools.

The handbook consists of two parts. Part One includes basic information for CWE Coordinators, including copies of essential forms, current regulations (i.e., 2 appendices, A - B) and suggestions for implementing and supervising the CWE Program. Part Two contains ideas and sample materials for conducting CWE directed activities, outside assignments, and other supplementary activities for the CWE student.

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4 each District PPS Coordinator

*This pamphlet supersedes USDESEA Pam 352-602, dated 24 April 1972

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## FOREWORD

This pamphlet has been prepared primarily as a guide to assist the Cooperative Work Experience Coordinator in the initiation and operation of a CWE program. I would, however, urge all school personnel and other interested persons to consult this pamphlet for a better understanding of CWE, since it is an important part of the high school educational program and is providing our students a unique opportunity to learn about the world of work and about themselves.

The USDESEA schools deeply appreciate the cooperation extended by the military community in making this program so meaningful and vital to our dependent school youth. The CWE program is another example of the close cooperation that can exist between the school and the community.

J. A. Mason

JOSEPH A. MASON
Director

## ACKNOWLEDGEMENTS

The first edition of the CWE Handbook was the result of a committee under the direction of Dr. Richard Rhoads that included:

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The second edition consists of contributions by CWE Coordinators in USDESEA, which were revised and compiled by Peter Giorgi, Vicenza American High School, and Fred Kusuno, Kaiserslautern High School. Other important suggestions were made by Dr. Joseph P. Indresano, Assistant Director, Career Development Branch.

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## INTRODUCTION

Cooperative Work Experience is a program designed to introduce students to the world of work. The program provides the high school student with the opportunity of gaining experiences in occupations of his choice by sharing the resources of the community and the school. The student is enrolled for two or three hours per day, and spends this time on the job site learning about a specific job and related occupations. In addition, directed activitites provide the opportunity to explore and to evaluate his effectiveness and suitability in the world of work.

## TERMS

The purpose of this section is to clarify the meaning of some of the terms used in this Handbook.

1. Cooperative Work Experience - This program is a cooperative arrangement between the school and the community to achieve the basic objective of introducing young people to the world of work. Throughout the Handbook, it will be abbreviated to CWE.

2. Coordinator - The person on the school staff who directs the planning, promoting, administration, supervision, and evaluation of the CWE program.

3. Supervisor - The person at the job site directly responsible for the training activities of the CWE student.

4. Job Site, Training Station, Work Site - Terms used to indicate the location where the student is assigned during the CWE periods to acquire work experience and training.

5. Military Activities - Job sites located on military installations.

6. Local Economy Sites - Job sites located outside military installations.

7. Advisory Committee - A committee of military and civilian community leaders, educators, and students. The duty of this committee is to advise and assist the Coordinator in implementing the CWE program.

8. Directed Activities - Career planning activities that include small and large group meetings, outside assignments, testing, vocational study trips, classes, reports, guest speakers, films and filmstrips, seminars, projects, etc.

NOTE: For the sake of simplicity, masculine pronouns such as "he" are used throughout the Handbook. The feminine pronouns may be substituted where applicable.

## PHILOSOPHY

The CWE program is concerned with several different areas in the growth and development of USDESEA students. Some of the important aspects of CWE are to help students better understand themselves through the actual employment of their skills and aptitudes in real-life settings, and to offer the students opportunities to build their confidence, esteem, and reliance. The students are expected to make decisions, accept responsibilities, show initiative, develop and practice inter-personal relationships in the world of work. Contact with different kinds of work and different occupations will aid the students in making important career decisions as well as acquainting them with current methods and materials in modern technology.

CWE also provides the military community with the chance to participate in an educational program that demonstrates the importance of close community-school relationships.

Finally, CWE offers the students opportunities to express their career goals through practical "hands-on" experience. Although educators and parents realize the wide differences of our students in achievement, ability, and interest, the CWE program offers a unique opportunity to develop each individual's vocational potential.

## CWE OBJECTIVES

Cooperative Work Experience education assists students in making personal decisions, in preparing for a career, in developing an understanding of the meaning of work, and in making the transition from school to the world of work.

By participating in CWE the learner should be able to:

1. Recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities.

2. Appreciate the importance of work to personal fulfillment and to growing independence and maturity.

3. Analyze career opportunities and their requirements and compare these to personal potential and expectations.

4. Relate in a positive manner to CWE coordinators, to job site supervisors and fellow workers, and to the public served.

5. Identify with, and participate in, adult roles and responsibilities in the world of work.

6. Develop positive attitudes toward work and workers.

7. Develop social competencies that contribute to successful employment.

8. Develop technical competencies that lead to saleable skills.

9. Apply academic learning to various job situations.

10. Understand and appreciate employment opportunities.

Although the objectives of CWE extend primarily to the student, others who benefit are the school and community. The school:

1. Enlarges training and learning facilities by utilizing the facilities and resources of the community.

2. Develops good community-school relations.

3. Provides a broader curriculum to meet the varied needs of students.

CWE benefits the community by:

1. Promoting closer cooperation and understanding between the community and the school.

2. Providing a method of introducing students to the employment opportunities of the community.

3. Providing trained and productive workers to the community.

NOTE: Evaluation of the above objectives is accomplished by using the various evaluation forms found in Appendix A.

## ENROLLMENT REQUIREMENTS

The enrollment of CWE students is done by the Coordinator with the help of the high school counselor. During registrations the Coordinator should provide the counselor with an INFORMATION SHEET ON CWE (See Appendix A) and an ENROLLMENT FORM (Appendix A). The counselor should be kept informed of any changes in CWE regulations or problems by the Coordinator. The three basic requirements for enrollment in CWE are:

1. Students should be enrolled in grades 9-12 and have reached their fourteenth birthday prior to enrollment in the CWE program.

2. Parents must approve of enrollment in CWE by signing the student's STATEMENT OF UNDERSTANDING and TRAINING AGREEMENT (Appendix A).

3. The student's schedule must include at least two periods each school day for CWE. Credit is given to students who work before and after school as long as one of the hours worked is connected to the school day. This could be the first or last period of the school schedule.

The student can enroll in CWE for a maximum of three periods each school day. Additional periods must be approved by the high school principal. There is no limit to the number of years that a student can enroll in CWE while in grades 9-12, as long as the student is able to schedule all other classes needed to fulfill graduation requirements.

## UNITS OF CREDIT

CWE is an elective course in which any student may register who meets the enrollment requirements. Credit is granted according to the number of hours worked per week. Ten hours per week (2 periods per day) is the minimum, for 2 credits per year. Fifteen hours per week (3 periods per day) is the maximum, for 3 credits per year. Students may work longer than 3 hours per day with the permission of the high school principal, and earn additional credit. These credits are counted toward graduation. They also fulfill the one unit required in career education.

## GRADES

The system of grading may be determined by the Coordinator, with the approval of the high school principal. A grade of PASS-FAIL or letter grades A-B-C-D-F may be used, as examples. In computing Grade Point Average, the grade received should be multiplied by the number of periods the student is scheduled in CWE.

## STATEMENT OF UNDERSTANDING

This form (See Appendix A) describes the limits of liability, wages, and other employee restrictions and has been devised by the Civilian Personnel Office for USAREUR. Three copies must be signed by the student, parent, Supervisor, Coordinator and school official before the student begins work. One copy should be kept in the CWE office, another copy should be given to the parent, and the third copy should go to the Supervisor. This form should be explained carefully to the students during the orientation period at the beginning of the school year or when the student first enrolls in CWE.

## TRAINING AGREEMENT

This form lists the training conditions and personal obligations of the student in the CWE program (See Appendix A). It should be explained carefully during the orientation period before the student begins work and should be signed by the parent, Supervisor, Coordinator, and a school official. One copy should go to the parent, one copy to the Supervisor, and the third copy should be kept in the CWE office. Each school may prefer to develop its own version of this form according to local requirements and needs.

## SUGGESTIONS TO THE CWE STUDENT

During orientation sessions with CWE students it is recommended that the Coordinator be explicit in describing the obligations and responsibilities of each CWE student. Discuss with the students in small groups or in individual conferences what is meant by:

1. Proper attire
2. Reliability
3. Conscientious attitude
4. Regular attendance
5. Punctuality
6. Initiative
7. Good inter-personal relationships
8. Eagerness to learn
9. "Goofing off"
10. Cooperation with other workers
11. Positive job attitude

The CWE students should be expected to show a high degree of personal responsibility and integrity. Since they are on their own in most instances, the temptation to skip or take advantage of their independence is always with them. Using a complimentary approach can go a long way in building their self-esteem and confidence in themselves. This could be done through oral and written praise of their accomplishments, informing their teachers and friends of their work in CWE, acknowledgement by the Coordinator of their efforts whenever he visits the job site, etc. Through encouragement and praise students often better understand their responsibilities and obligations in the CWE program. (See Appendix A for a sample hard-out to students)

## STUDENT PERSONAL FILE

The following items should be kept in the student's personal file:

1. Student Application Form
2. Interview Form(s)
3. Training Agreement Form(s)
4. Statement of Agreement Form(s)
5. All copies of his Supervisor's Evaluation Forms
6. Letters of Recommendation
7. Job Change Evaluation Form(s)
8. Student Evaluation of CWE Program Form(s)
9. Job Site Visitation Forms
10. Time and Attendance Report Forms
11. Other projects, assignments, and directed activities

NOTE: It is recommended that student personal files be stored for a minimum of three years for future reference.

## JOB SITES

### Selection

In selecting and approving a training station, the following criteria should be considered:

1. Experience - The job site should be able to provide experience in occupations that are challenging and worthwhile.

2. Supervision - The job site should be supervised by people who are competent in their work, and are able and willing to train students, and can serve as worthy models for students to emulate.

3. Environment - The site should furnish work environments which are conductive to good health, to safety, and to the development of job satisfaction in students.

4. Location - The site should have a location convenient enough that the student can get to the job site from school and return safely within a reasonable period of time.

5. Capacity - The site should have the work capacity to enable the student to be occupied 2 to 3 hours daily. This schedule can be modified (e.g. 4 days at 2 hours and 30 minutes, for a total of ten hours per week).

### Arranging Job Sites

The Coordinator should plan on visiting a potential employer more than once, particularly if the program is generally unknown in the area.

During his first visit, the Coordinator explains the basic operation of the program, stressing the benefits to the school, the students, and the employing unit. He may also give the employer a copy of the CWE information booklet prepared by USDESEA. He then asks the employer if he would like a day or so to think it over. Generally, the idea is not to cover too much information on a first visit. The Coordinator should not leave the follow-up meeting to a vague "get in touch." He should have a business card which he leaves with the employer and should set a specific time for a second meeting.

During the second meeting, if the employer is interested in the program, the Coordinator explains the remaining details: training plans, evaluations, attendance procedures, time cards, job analysis, etc. The Coordinator fills out a job site data sheet; and, if he has a training plan list, goes over this with the employer and checks those items the employer feels he can cover with the student. The Coordinator leaves a copy of this check list with the employer. If the Coordinator is talking with an immediate supervisor, he should ask to meet the unit commander. If he is talking to the unit commander, he should ask to meet the immediate supervisor. He must be sure to go over the details with the immediate supervisor and not leave it up to the unit commander to do this. He should also be sure to see the work area.

If at this point the Coordinator is satisfied that this site is acceptable, he may want to set an appointment for a student interview. It is a good idea to help the Supervisor to interview by providing him with materials, just as for the students, particularly if the Supervisor is in a military unit, where Supervisors often have limited experience in interviewing job applicants.

The Coordinator files his copy of the job site data sheet and training check list in his office.

## Military Activities

Probably most of the job sites will be in military units and the Coordinator may be unsure about whom to contact. If the program is not already in operation, and the Coordinator is making plans for an entire base or post or larger command, he makes an appointment with the highest level commanders to get official sanction and assistance in surveying the resources of the base, post, or command. An adjutant or vice commander may be assigned to provide the Coordinator with maps of the base, organizational tables, telephone numbers, and names of people to contact. The Coordinator should take the information he gets and do his own footwork, even if an adjutant offers to set up job sites for him.

When the Coordinator meets with the highest level commander, he should have a business card and wear a name plate. He should be prepared for questions about the legality of the program and about liability. These are usually the main concerns at this level. The Coordinator should try to get the commander's official statement of cooperation with the program in writing. This is usually in the form of a letter to all units in his command informing them of the existence of the program and requesting their cooperation within the limits of their missions.

If he approaches an NCO or enlisted man, the Coordinator should offer to contact that man's superior; or if the man prefers, he may secure his own official permission to have a student in his unit.

If the unit has been cooperating in the program over a sustained period of time, it is usually not necessary to go through a chain of command to set up a student interview. However, it is always good public relations to pay a call on unit commanders, particualarly since there is frequent turnover of military personnel.

Local Economy Sites

In addition to jobs within the military community, there are job available on the local economy. In larger areas there will be opportunities to place students in English speaking positions with American firms located overseas. And for those students who speak the language of the country, there are many other opportunities available.

## PLACEMENT OF STUDENTS ON JOB SITES

Any student who meets the enrollment requirements should be considered eligible for the program.

Whenever possible a student should interview with more than one potential employer. Three is a reasonable number at which to aim. Many more than three interviews may tend to make it increasingly more difficult for the student to assess what he has experienced. If after three interviews he asks for additional ones, it would be appropriate to discuss further with the student what he is seeking and provide additional interviews as required. The idea is to enable the student to make a choice and experience the consequences assigned to a site. Assigning a student to a job removes a great deal of responsibility from his shoulders at a time when the student should be testing himself in terms of responsibility and vocational choice. Even a test result, such as the GATB, should not be used to tell the student where he belongs. The student should view the test as a source of help in making up his own mind.

## USE OF STUDENT RECORDS AND TEST RESULTS IN PLACEMENT

The student's permanent record card and some vocational testing materials are probably available in the school. If the Coordinator wants to do research on the students before placement, and if the program is large, he tries to do the research in the spring, whether or not he places in the spring. Not all schools test before placement; it will be a matter of local decision.

Whether the Coordinator does the testing himself or requests it be done, he must be certain that good testing conditions are met. For example, testing groups larger than indicated in testing instructions or not taking proper time and breaks will invalidate the results. To avoid large group testing the Coordinator should consider small groups spread throughout the year, or at least the first semester. Where there is a Career Information Center, he can integrate his CWE students with the total school vocational testing program. This way, each student will have the opportunity to discuss his test scores reasonably soon after being tested and on a more individual basis. An appropriate time for testing can be at that point when a student desires a job change.

Tests currently available are the General Aptitude Test Battery (GATB), the Kuder Preference Record (Vocational), and the Judgment of Occupational Behavior Orientation (JOB-O).

NOTE: Counselors and Career Information Centers are available for information and testing material.

## END OF SCHOOL YEAR PRE-ENROLLMENT

A sequence followed in many schools during the second semester is to publicize the program, accept student applications, interview and test students out for job interviews, and confirm the students' job sites by June for the coming year.

An advantage to this, particularly in a large school, is that much of the placement can be done in the spring at a less hectic pace, enabling the Coordinator to give more time to each individual student placement. The Coordinator will also, as a consequence, have more time for the new students in the fall.

However, placements made in the spring may no longer be valid in the fall: units may change in personnel or mission; students may transfer away, or simply change their minds after a ten-week summer vacation. If the program is viewed primarily as an exploratory one, with the Coordinator's encouraging his students to have more than one vocational experience during the school year, then the need is not so great to secure the one permanent placement ten weeks before the student will actually be on the job. As a result of these phenomena, the Coordinator should expect that if he places in the spring, he will be re-doing some of his work in the fall.

In some schools, students in or out of the program are able to visit CWE students on the job under controlled conditions. Another possibility would be to have a panel of CWE students speak to groups of non-CWE students. Either plan affords the student the opportunity in the spring to begin to consider the program and a particular vocational choice for the fall, without committing himself over the summer months.

Regardless of when the student is placed, it is essential for him to be prepared for a job interview. Films and guidesheets, as well as role playing, are some techniques the Coordinator can use to prepare the student.

## TRAINING PLANS

The Training Plan is a list of the specific skills which can be learned at each job site. Training plans should be developed by the Coordinator and Supervisor for each particular job site in the school's CWE program. A training plan is useful in several ways:

1. To inform the Supervisor what skills could be taught to the student.

2. To inform the student what skills and training will be offered at the job site.

3. To inform the parent what type of training the student is receiving.

4. To aid the Coordinator in visits to the job site by checking the training plan to see what degree of proficiency the student has acquired.

5. To aid the Coordinator in evaluating the student for the quarter grade.

Sample copies are in Appendix A.

Note:

1. Training Plans developed by USDESEA CWE Coordinators are also available from the Directorate. (A master list is found in Appendix A)

2. The JOB-BRIEFS, USDESEA MANUAL 352-356-7, is another excellent source to develop training plans. (This manual is available from the principal)

3. The job analysis completed by the student at the end of his training period could be used to develop training plans. This analysis is highly valuable during the orientation period to inform the students of the duties and special requirements of each job site. (See Appendix A)

4. Other helpful aids are the Military Technical Manuals which describe the skills and equipment used at the different job sites. Technical manuals are available from the MOS Library at most educational centers.

## DIRECTED ACTIVITIES

Although the major emphasis in the CWE program is to provide work experience and skills training, there are other areas that can be included to inform and prepare the student for the world of work. These activities could be based on the materials and resource persons available to the Coordinator in each school. The Learning Resource Center, Career Information Center, Base Library, Guidance Office, and Education Center are usually available as sources of valuable materials and personnel. The CWE program at each school should encompass a variety of directed activities that might include:

1. Viewing current films and filmstrips in career education
2. Listening to speakers on different occupations
3. Interviewing persons in various occupations
4. Reading and reviewing current career materials
5. Completing exercises related to job search skills
6. Visiting nearby factories and businesses
7. Small group discussions on job attitudes, work ethics, etc.
8. Demonstrations on handling work-related problems
9. Preparing displays of job sites used in CWE program
10. Making slides, 8 mm films, photographs related to work done at job sites
11. Speaking to local organizations about the CWE program
12. Reading selected sections in text SUCCEEDING IN THE WORLD OF WORK
13. Researching different career fields
14. Completing sample application forms
15. Preparing an analysis of work done at the job site
16. Compiling a personal career file

17. Assisting in preparation of a CWE Newsletter

18. Devising and completing a personal project related to work done at the job site

19. Completing exercises in workbook GETTING YOUR JOB or other workbooks

20. Devising a Training Plan for the work done at the job site

21. Becoming familiar with pay checks, deductions, social security, medicare

22. Learning to fill out income tax forms (The business department can help secure these)

23. Obtaining Social Security numbers. If students do not have numbers, the Coordinator may help them secure numbers. Social Security and other retirement plans should be discussed

24. Discussing unions. There are materials from AF of L and CIO and from business books on this

25. Taking the Government Service test. Arrangements can be made with CPO to take the employment test in the spring

To help the Coordinator do some of the above-directed activities, Part Two of this Handbook contains numerous specific exercises for this purpose. It is highly recommended that each Coordinator select and implement those activities which he feels beneficial and worthwhile to the students in the CWE program at his school.

## EVALUATION OF STUDENT PERFORMANCE BY SUPERVISOR

1. The Coordinator supplies the Supervisor with a printed student evaluation form at regular intervals. Sample copies of these forms are in Appendix A. If the Supervisor is a local national, it is recommended that the information on the form be translated into the host nation language. The completed evaluation form should be discussed with the student during conferences and filed in the personal folder.

2. Another evaluation technique that can be used by the Supervisor is to use the Training Plan listing the different skills and marking the level of proficiency that the student has attained in each skill. This will help to determine and measure the progress that the student is making at the job site. However, the Training Plan is concerned chiefly with the basic skills and does not always include the social development and attitude factors that are also an important part of the student's progress at the job site.

3. Regular visits to the job site also provide another means of evaluating the student's performance since this not only permits the Coordinator to observe the student at work but also allows him to discuss the student's progress with the Supervisor.

## STUDENT EVALUATION OF CWE PROGRAM

Students enrolled in CWE should be given the opportunity at some time during the year to evaluate the activities, aims, and objectives of the program. This can be done through informal conversations, small group discussions, and/or a printed survey. If the Coordinator would like to use a survey, a copy of one is included in Appendix A. The survey results could be tabulated and used by the Coordinator to determine the weaknesses and strengths of the local CWE Program. Copies could be distributed to the principal, district, and Directorate.

Operating Guidelines for Educators of Cooperative Work Experience and Exceptional Children Programs

The objectives for students enrolled in USDESEA's program for exceptional children overlap and are consistent with those of Cooperative Work Experience in the specific areas of vocational, consumer education and student placement. The working relationship between the teachers of the program depends not only on the needs of the students, but in the teacher's mutual agreement to provide a viable educational experience for the students.

The goal of the exceptional children program at the high school level is to have each student capable of competency on the job with a minimum of support. The emphasis of the total program should be in vocational and consumer education. These directly relate the senior level programs for exceptional children to C.W.E. A majority of the students in the program should be working full time by the last year of school.

The model towards which both programs are moving is a cooperative arrangement, with the placement decision being made through the CWE coordinator based on evaluation by the teacher of the educationally handicapped of the students strengths, skills and working ability. Through this cooperative planning, the teachers can identify specific abilities related to the type of job situations which can be incorporated into an individualized educational program for each student. The arrangement that works best is one in which both teachers, determine major responsibilities and implement a program for the benefit of students.

The supervision of the student on the job site is mutually shared; however, the teacher of the educationally handicapped has the responsibility to insure the student is having a successful experience, and the student relationships with management and other employees is contributing to his overall growth and development for the duration of placement.

The placement policy is generally the same as with program participants; before the student is sixteen, work experiences should be centered in the school and exploratory in nature. After that age, placement should relate to the interest of the student and alternatives provided which contribute to future skill development and job proficiency. The expectancy of the student should only be in terms of his/her functioning level. All job clusters have levels of work which the educationally handicapped student is capable of performing. Evaluation by the CWE

coordinator of the level of functioning within the job cluster, will help in the identification of a wide range of possibilities for future placement. Allowances will often have to be made in initial training and supervision; but once understanding of the total scope of his duties and acceptance of responsibility, performance is often faultless. In general it will not be necessary to identify the student to the employer except in circumstances where difficulties in employer/employee relationship might be revelant.

Both CWE Coordinators and teachers of Exceptional Children should be aware of the Teacher's Guide for Exceptional Children (Pamphlet 352-623), and that the World of Work Secion, provides guidelines for the identification of abilities of student consistent with the total exceptional children program, outlines the major program goals and objectives, and provides an appendix of sample forms for use by both educators.

## THE ROLE OF THE CWE COORDINATOR

This section describes the areas of responsibility for the Coordinator.

1. Public Relations - He should be able to maintain effective public relations for the CWE program. He is responsible for informing faculty, students, and community (both military and local economy) about the program. He should maintain an understanding and cooperative spirit between the school and employing or supporting community activities.

2. Parental Conferences - He should conduct conferences with parents to explain the program. He should also assist in any meeting between parents and school officials when a CWE student is in difficulty with the school or with his employing agency.

3. Selection of Training Stations - He should find local employers who will cooperate with the school in training students and should develop for each student a training plan in cooperation with his Supervisor.

4. Selection of Students - He should select students for the program by considering the student's interests, his vocational plans and training, and his ability to profit from the instruction.

5. Training Agreement - He should obtain all necessary signatures on the Training Agreement and Statement of Understanding.

6. Supervisory Visits - He should make supervisory visits to students' training stations to evaluate students' progress, confer with students' Supervisors at regular intervals to check progress, and "trouble shoot" areas where there seem to be difficulties.

7. Changing Training Sites - He should arrange change of job sites when the present job site ceases to be a learning situation for the student.

8. Arranging Directed Activities - The Coordinator should arrange for and supervise directed activities for CWE students. He should plan appropriate instruction, projects, speakers, films, etc.

9. Evaluation and Grades - The Coordinator is responsible for evaluating the CWE student's progress and entering a grade based on his observations, the evaluation of the Supervisor, and other suitable criteria. He may use A-B-C-D-F or PASS-FAIL, supplemented by narrative report when appropriate.

10. Reports and Records - He is responsible for making and submitting all necessary reports and maintaining all appropriate records, including an individual file for each student, attendance records, and other data as required.

11. Advisory Committee - He should meet and work with a CWE Advisory Committee on initiating and running the CWE program. Members of this committee might include potential employers and representatives from the military community, school, parents, and students.

12. Job Recommendations - He should be prepared to make recommendations for his students for CWE jobs and recommendations for former students and graduates of the program.

13. Letter of Appreciation to Employer - He should write a letter of appreciation to deserving employers.

14. Office Hours - He should establish certain hours when he can be contacted by students, school officials, faculty, or Supervisors. He should also leave an itinerary providing information on where he can be reached when not in the office.

15. Transportation - He should arrange, through appropriate authorities, transportation for students to work sites which are beyond walking distance.

16. Career Information Center - He should make full use of the services of the Career Information Center.

17. Civilian Personnel Office - He should be prepared to fill appropriated and non-appropriated fund positions in cooperation with CPO.

18. Evaluation - He should conduct periodic surveys of enrolled students in order to evaluate the program.

19. Visits to job sites - He should arrange on-the-job-site visits for interested administrators, faculty, and parents.

## ROLE OF THE HIGH SCHOOL PRINCIPAL

The principal is the direct administrative supervisor of the Coordinator. Success of cooperative work experience programs depends in part upon the interest, understanding, and guidance the Coordinator receives from the principal. The principal will coordinate the establishment and operation of the program with the District Superintendent's Office. The principal is responsible for the organization and operation of the CWE program and accomplishes the following with the assistance of the coordinator:

1. Provide adequate classroom/office space and equipment.

2. Schedule the Cooperative Work Experience directed activities.

3. Intepret the CWE program to the school, the staff, the parents of the students, the PTSA, and the community.

4. Be informed regarding CWE methods, objectives, and the need for coordination of facilities.

5. Insure that regulations and policies set by the Directorate are complied with.

## ROLE OF THE COMMUNITY

The community plays an essential role in the implementation of the CWE program. Usually CWE activities are in the military community, but occasionally job sites are found in the civilian community. Since the community is such an integral part of the CWE program, the Coordinator should work closely with community leaders by keeping them informed about CWE and requesting their help in obtaining effective job sites.

It is recommended that the Coordinator disseminate the objectives and purpose of the CWE program to the community in as many ways as possible. This could be done through talks to different organizations (NCO Wives Club, Toastmasters, Officers Wives Club, etc.), articles in the local publications, interviews on the radio and TV outlets, briefings to military commanders, and personal contacts. This often helps to clear up any questions the community may have about the CWE program. Adults are sometimes puzzled about seeing students going to and from their job sites during school hours; but when they learn the students' purposes, they are generally pleased that the school has extended itself into the community through the CWE program.

Organizations within the community may also be able to provide funds to CWE.

## ROLE OF THE COUNSELOR

The high school counselor is an integral part of the CWE program. In some schools the counselor may be responsible for enrolling the students in CWE during registration. The counselor is responsible for informing new students about CWE. It is important, then, that the counselor be kept informed about current policies and changes in the school's CWE program. Coordinators should provide the counselor with an Information Sheet and any other helpful data, such as the course description found in Appendix A. This description should also be included in the Student Handbook.

Other ways that the counselor may be part of the CWE program include:

1. Assist in small group discussions and other CWE directed activitie
2. Assist in the testing program
3. Provide career literature for directed activities
4. Offer career information in group guidance classes
5. Personal counseling of students with job-related problems
6. Visit job sites with C oordinator
7. Inform faculty and administration of benefits and advantages of CWE program
8. Assist in other Career Development programs related to CWE
9. Provide information on post-secondary education
10. The Coordinator may discuss job placement of CWE students with the counselor.

## ROLE OF THE CAREER INFORMATION SPECIALIST

In many high schools the Career Information Center is a very well established program. The Career Information Specialist will be able to help the Coordinator with numerous career resources and offer career instruction to CWE students.

## COORDINATOR'S DUTIES AT THE START OF SCHOOL

### Before the Opening of School

1. Bus Transportation - The Coordinator sets up bus transportation with the motor pool. He also contacts local economy bus people in case the use of government buses is not allocated.

2. Informing the Area Commander(s) - The Coordinator informs the area commander(s) about the CWE program. He should also ask the area commander to serve on or appoint someone to be a member of the Advisory Committee.

3. Visits to Job Locations - The Coordinator visits all job locations to confirm positions. He talks to all new commanders and immediate supervisors.

4. Red Cross - The Coordinator arranges dates for the Red Cross course for students who will work in the hospital. The school nurse can help with these arrangements.

5. Conflict Chart - The Coordinator checks the conflict chart with the principal to be sure related classes such as business lab or auto mechanics do not fall during the CWE program, if blocks of time are used. He also checks for conflicts such as school testing in the first two weeks of school.

6. Meeting with Counselors - The Coordinator has at least one meeting with counselors to find out which students moved during the summer. If these students had interviews with Supervisors, the Coordinator informs the Supervisors of the change.

7. Testing - The Coordinator will arrange vocational testing by individual student request. The Career Information Specialist or counselor can assist in the testing program.

### Getting Started

1. First Week - The Coordinator meets with the students to fill out the forms for the permanent files. He orients the students concerning their responsibilities and obligations. This is a good time to review the Training Agreement Form and Statement of Understanding Form.

2. Hospital Workers - All students assigned to the hospital should be scheduled to take the Red Cross course as soon as possible (This course is optional, but highly recommended).

3. Initial Interview - The Coordinator arranges the student's interview with the Supervisor. The student should be provided with an interview form.

4. Reporting to work - The student should report to work after the above procedures have been completed.

5. List of CWE Students - As soon as possible, the Coordinator should provide the faculty and the administration with a list of CWE students. This list should include name, grade, job site, telephone number, and CWE periods. It is recommended that this list be also provided to installation commanders.

## COORDINATOR'S END OF THE SCHOOL YEAR REPORT

The following information must be kept in the CWE office and one copy given to the high school principal at the end of the school year:

1. A list of all job sites, telephone numbers, locations, name of Supervisor and head commander.

2. A list of pre-enrolled CWE students, including grade and desired job site.

3. Instructions on how to set up transportation, including Motor Pool Commander's telephone number.

4. Names and telephone numbers of the Advisory Committee or community leaders.

5. Names and telephone numbers of nearby CWE Coordinators.

6. A copy of the CWE Handbook, USDESEA Pam 352-602.

7. List of directed activities that were used during the school year.

8. Total number of students enrolled during the past school year in each grade.

## OTHER IMPORTANT FACTORS IN SUPERVISING THE CWE PROGRAM

School administrators and new Coordinators, in particular, often have questions on various technical aspects of the CWE program. Scheduling, pupil-teacher ratio, student salary and insurance, mileage, and the source of the CWE budget are the areas of most frequent concern.

### Suggested Ways of Communicating with the CWE Student

Since the CWE "classroom" is a job site usually located away from the school area, the Coordinator may encounter some difficulty in keeping in touch with the CWE students. Although many Coordinators may require the student to report at least once each week to the CWE office, this does not always guarantee that the student will be informed of the various directed activities. In order to keep the CWE student informed, the Coordinator might try the following suggestions:

1. Insert notices in the school Daily Bulletin or intercom announcements.

2. Post announcements in a mail hallway bulletin board and CWE office.

3. Prepare and distribute a CWE Newsletter.

4. Display a list of students on an open bulletin board to verify student attendance and completion of directed activities.

5. Distribute printed information or make announcements to students riding buses.

6. Install a personal mailbox for each CWE student in the CWE office if possible.

### Scheduling

A rotating schedule presents considerable difficulties for the CWE program. Every effort should be made for proper communication between the administration and the Coordinator to attempt to solve these difficulties prior to initiation of such a schedule.

## Pupil-Teacher Ratio

The Coordinator is given an hour to supervise the program for every 15 students he is assigned. (A minimum of two hours is required for any program to allow time to adequately work with the Supervisor and to supervise the students through frequent work site visitations).

## Mileage Reimbursement

Coordinators are entitled to mileage when using their cars to visit work sites. Procedures for claiming these funds are outlined in USDESEA REG 55-34. The district Administrative Officer should be contacted for specific procedures to be used in your district.

## Salary

Since most student positions are in "appropriated fund" (military) locations, there is no provision made for the renumeration of the students. Their "salary" is that which they learn on their jobs. However, those students on local economy job sites may receive a salary. And some of the non-appropriated fund organizations must pay a salary, although it is normally considerably below what a regular employee receives. For salary and age regulations applying to this last group of students, the Coordinator should consult the local CPO. It is important for the Coordinator to take care that every position, whether it has a salary or not, provides an instructive situation and does not result in exploitation of the student.

## Insurance

Because the vast majority of our students are military dependents and have full use of military medical facilities, there is not a great need for additional insurance. In some positions, especially non-appropriated fund organizations, such as the EES, the students are covered by the group insurance of the organization, since they are on the payroll. However, it has been necessary in some other position to procure a type of policy that is essentially either a "major medica or "loss of life or limb" policy to cover an accident that would not b compensated for by the military medical facilities. Policies of this sort are available from a variety of companies at relatively low cost.

## Budget

Each of our schools has logistical support from the services for basic supplies, printing, etc. However, there may be needs other than those mentioned. Uniforms for students assigned to the hospital or name tags for students at certain facilities may be necessary. Some programs present cash awards at the end of the year in recognition of outstanding students in CWE. In addition, it is highly recommended that the Coordinator have a business card that he can leave during interviews with Supervisors and commanders. Rubber stamps used in the clerical aspects of the program are often desirable. Funds for these and other such items could conceivably come from the following sources.

1. CWE Budget - Some schools are set up so that CWE can submit a budget just as any department in the school.

2. Student Activity Fund - Most schools have a student activity fund that can be drawn upon to some extent.

3. PTSA or Wives Club - Local PTSA's or wives clubs will often contribute funds.

4. Red Cross Youth Fund - The Red Cross Youth Fund may be a source for financing those activities which have a special relationship to community service, such as work in the hospital.

All in all, it seems that with a little initiative on the part of the Coordinator, the program need not lack funds to finance the things necessary for its proper implementation.

## Advisory Committee

The Coordinator should have an Advisory Committee to help him develop and conduct the program. The committee, if carefully chosen and well run, can be of great assistance to the Coordinator, since it provides him with the advice of a group employed in the community and gives him, at the same time, access to community opinion.

The Advisory Committee may be formed by the Coordinator and normally consists of the base or post commander or community leader, or his appointee, the hospital officer or NCO, a CPO representative, the principal, a guidance counselor, the Coordinator, and representatives from among teachers, parents and students. Another highly recommended way of getting help from the community is for the Coordinator to work with the already formed School Advisory Council, USAREUR Reg. 352-4 (dated 9 April 1974). This Council provides for broader participation and increased responsibilities of the community to the school.

The general functions of the Advisory Committee are as follows:

1. To advise the Coordinator in establishing, running, and improving the program.

2. To assist in job placement, i.e., helping select various suitable work locations.

3. To assist in selling the program (and keeping it sold).

4. To discuss local conditions and plan for future training needs.

5. To assist in maintaining high standards.

## RESOURCES FOR THE CWE PROGRAM

The Coordinator has at his disposal a wealth of resources related to his program. These resources are located in the school complex, at the district level, at the Directorate, in the community, and in the United States. None of these materials are automatic issue nor will they be handed to the Coordinator. The Coordinator, with a little time and energy, can draw from the below locations materials to be used in his program.

A. School

1. Supply Catalogue No. 700-10. A listing of CWE materials, under Stock No. 0478, are available to the Coordinator. The Coordinator must order from this list in the spring of the previous year for the following school year. These items are not automatic issue; they must be requested. Ask your principal for guidance.

2. Principal. The Coordinator should check with the principal for the latest career material prepared for and issued by USDESEA. These materials consist of:

   a. Six curriculum guides, e.g., Automotive Technology, Bussiness Education, Computer Technology, Electricity/Electronics, Graphic Arts, Health and Cosmetology

   b. Career Planning (Job Briefs)

   c. Career Road Maps

   d. Job Sort



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3. Counselor - In schools where the Career Information Center is not established, the counselor has at his disposal numerous career-related materials that can be used in the CWE program.

4. Career Information Center - The Career Information Center contains career information materials and the Career Information Specialist is available for career instruction.

5. Learning Resource Center - The Learning Resource Center, formerly known as the library, has had special allocations to procure career-related materials. The Coordinator can not only draw from present existing materials, but he can also suggest new materials for future procurement. The Coordinator should make an effort to communicate with the Learning Resource Center Specialist.

6. Business Education and other related vocational departments - The Coordinator not only can draw from the human resources of these departments but can also ask to use the print and non-print media related to their fields, i.e., textbooks and workbooks, reference books, films, filmstrips, charts, posters, etc.

B. District Instructional Materials Center (IMC) - From the District IMC the Coordinator has available various career education films. Consult your latest IMC catalogue for a complete listing.

C. Directorate Instructional Materials Center (IMC) - The Directorate IMC also has numerous films about careers. The Coordinator should consult the Directorate film listing and order well in advance. Some of the most recent that may be used in the CWE program are:

1. Careers in the 70's - 1972 - Color (Set of 13 Films)

| | |
|---|---|
| SALES | CONSTRUCTION |
| MAKING A CHOICE | COMMUNICATIONS |
| HEALTH SERVICES | LEISURE INDUSTRIES |
| GOVERNMENT SERVICE | EDUCATION |
| AGRI-BUSINESS | CLERICAL |
| GENERAL SERVICES | MECHANICAL |
| TECHNICAL | |

2. CRAFTSMEN

3. DATA PROCESSING OCCUPATIONS

4. HIGHWAY & HEAVY CONSTRUCTION OCCUPATIONS

5. HOTEL-MOTEL-RESORT OCCUPATIONS

6. IS A CAREER IN RADIO AND TELEVISION FOR YOU?

7. IS A CAREER IN MACHINING FOR YOU?

8. NEVER UNDERESTIMATE THE POWER OF A WOMAN

9. REVOLUTION IN RELEVANCE

10. SO YOU WANT TO BE A HOME APPLIANCE SERVICE TECHNICIAN

11. MODELING

12. COME FLY WITH US

13. BOB & CAREN, TED AND ALICE

D. Community - The following Armed Forces activities have an abundance of career-related materials, i.e., training manuals, training films, books, brochures, etc:

1. Base library

2. Education Center

3. Armed Forces Film Libraries

E. Civilian Personnel Office - The Coordinator should consult with CPO about technical and legal aspects of employment. Also, CPO offices are an excellent source for supplying CWE students with information related to Government service.

F. United States - Free or very inexpensive material may be secured from a variety of Government agencies, businesses, trade unions, newspapers, and professional organizations.

NOTE: An excellent aid for the Coordinator in developing and revising existing forms is the manual STRATEGIES FOR IMPLEMENTING WORK EXPERIENCE PROGRAMS, Stock No. 0478-0039-003, available from the school Supply Catalogue No. 700-10.

## QUICK REFERENCE ABOUT THE CWE PROGRAM

Q. WHO CAN ENROLL IN CWE?
A. Any student in grades 9-12 and at least 14 years old.

Q. WHAT ARE THE ENROLLMENT REQUIREMENTS FOR CWE?
A. Student must schedule at least two periods for CWE and have the Training Agreement and Statement of Understanding signed by his parents.

Q. HOW ARE THE JOB SITES OBTAINED FOR THE CWE PROGRAM?
A. The Coordinator may arrange for job sites by personal visits to the activity or request that the activity commanders contact him if they are willing to accept CWE students. Coordinators should use local publications and radio & TV to inform the community that they are looking for good job sites for CWE students.

Q. HOW CAN THE COORDINATOR INFORM THE SUPERVISOR THAT THEY HAVE IMPORTANT OBLIGATIONS AND RESPONSIBILITIES WHEN THEY ACCEPT A CWE STUDENT AT THEIR ACTIVITY?
A. Explain in detail the conditions of the Training Agreement during personal visits. A booklet or brochure covering guidelines for the Supervisor (Appendix A) is helpful. Make Training Plans available to all Supervisors (Appendix A).

Q. IN ADDITION TO REPORTING TO THE JOB SITE EACH SCHOOL DAY, WHAT OTHER OBLIGATIONS ARE REQUIRED OF THE CWE STUDENT?
A. Completing all directed activities as specified by the Coordinator and submitting all required reports (i.e., attendance, description of work performed, evaluation, etc.)

Q. CAN A STUDENT BE DROPPED FROM CWE?
A. Yes. One reason may be for stealing from the job site. Expulsion from CWE must be approved by the principal.

Q. HOW ARE GRADES DETERMINED IN CWE?
A. Grades are determined by the student's performance evaluation, directed activities, work/attendance reports, etc.

Q. HOW OFTEN SHOULD THE COORDINATOR VISIT THE JOB SITE?
A. It is strongly recommended that the Coordinator visit each student at his job site at least twice a month. Additional visits may be necessary to assist the Supervisor in providing more effective training for the student. The Coordinator should contact the student directly during each visitation. These visitations are to be recorded.

Q. WHO SHOULD TAKE CWE?
A. Any student interested in exploring career choices or acquiring skills training. CWE can benefit both the terminal high school student and the college-bound student since the majority of job sites are diversified enough to enable all students to benefit from work experience.

Q. ARE THERE AN PREREQUISITES IN CWE?
A. No. However, some jobs obviously require that the student be qualified to perform the special skills necessary in doing the work at this activity. Examples might include typing for secretarial jobs, chemistry for laboratory jobs, bookkeeping for accounting jobs, and technical graphics for drafting jobs. Students should be urged to enroll and complete courses offered in the school that relate to the career fields they are interested in following.

Q. IS TESTING OF CWE STUDENTS MANDATORY?
A. No. The students may take such tests as the General Aptitude Test Battery (GATB), Kuder Preference Record, or JOB-O to aid them in making career choices.

Q. IS THERE ANY PRIORITY GIVEN TO SENIORS IN CWE?
A. No. However, if a program has a limited number of spaces for CWE students, first priority is usually given to seniors who want to enroll.

Q. HOW DOES THE CWE STUDENT NOTIFY HIS JOB SITE WHEN UNABLE TO WORK?
A. The student is responsible for notifying the Supervisor by telephone or by message when unable to report for work. It is recommended that the student be provided with an ID card which includes the job site telephone number.

Q. IS THE STUDENT'S ATTENDANCE RECORD REQUIRED?
A. Yes. (Appendix A)

# APPENDIX A

This appendix contains forms used in various aspects of the CWE program. Those used most frequently have been assigned AEUE numbers for easier reference. (Note that all these numbers are marked R to indicate that they will not be stocked at the Directorate but must be reproduced locally.) The other forms are provided as samples for the CWE coordinator to use as is or modify in content or format according to his needs.

ESSENTIAL FORMS


1. CWE Statement of Understanding, AEUE Form 460-R, 1 Oct 74 .....A-1
2. CWE Statement of Agreement, AEUE Form 461-R, 1 Oct 74 .....A-2
3. CWE Application, AEUE Form 321-R, 1 Oct 74 .....A-3
4. CWE Students' Attendance Record, AEUE Form 463-R, 1 Oct 74 .....A-4
5. CWE Evaluation Student Report, AEUE Form 464, 1 Oct 74 .....A-5
6. Evaluation of CWE Program by Student, AEUE Form 465-R, 1 Oct 74 .....A-6
7. Interview Form (SAMPLE) .....A-7
8. Job Change Request (SAMPLE) .....A-8
9. Visiting Other Job Sites .....A-9
   a. CWE Student (SAMPLE)
   b. Non-CWE Student (SAMPLE)
10. Student Evaluation of Job Site (SAMPLE) .....A-10
11. Letter of Appriciation to Supervisor (SAMPLE) .....A-11
12. Letter of Reference from Supervisor to Student (SAMPLE) .....A-12
13. Certificate of Proficiency (SAMPLE) .....A-13
14. School year Calendar (SAMPLE) .....A-14
15. Training Plans Samples (A + B) .....A-15
16. Job Analysis Report by CWE Student (SAMPLE) .....A-16
17. List of Training Plans (USDESEA) (SAMPLE) .....A-17
18. Possible CWE Job Sites (SAMPLE) .....A-18
19. CWE Course Description (SAMPLE) .....A-19
20. Suggestions for CWE Students (SAMPLE) .....A-20
21. CWE Employer's Guidelines, AEUE Form 326-R, 1 Oct 74 .....A-21

COOPERATIVE WORK EXPERIENCE STATEMENT OF UNDERSTANDING
AMERICAN HIGH SCHOOL
APO NEW YORK
(USDESEA Pam 352-602)

Date_____

Student Trainee_____ Job Title_____

Employer (Unit & Location)_____

Supervisor_____ Phone_____

(To be completed by the supervisor)

Working Hours (May be changed by coordinator or employer as required):

Hazards associated with this work position:

STATEMENT OF UNDERSTANDING

I, the undersigned parent or sponsor, hereby acknowledge that I fully understand that my legal dependent named above is participating in the USDESEA High School Cooperative Work Experience Program on a voluntary basis and for his or her academic advancement in accordance with USDESEA Regulation 352-600, Cooperative Work Experience Program, 1 Feb 1975. As such, I am aware that my dependent will receive no pay, unless specifically appointed to a non-appropriated fund position which provides otherwise, nor will my dependent receive other fees, stipends, gratuities, or priveleges from participation in this program. I am further aware that my dependent is not covered by such civilian personnel programs as health benefits, retirement, social security, life insurance, or the Employees Compensation Act in the event of injury or death, unless specifically appointed to a non-appropriated fund position which provides otherwise. I realize that he or she may be working on United States or host nation military posts and facilities or commericial facilities or USDESEA school facilities, and when so engaged is subject to and required to obey the rules and regulations applicable to all other military, civilian and educator personnel. I am aware that the nature of the Cooperative Work Experience Program is such that educational demands may make alterations necessary and my dependent's participation may cease or be otherwise stopped because of this or other reasons such as unsatisfactory work and/or classroom performance, violation of rules and regulations, including safety directives, at the discretion of the appropriate school official or employer.

_____
School Official

_____
Job Supervisor or Employer

_____
Parent/Sponsor Signature

_____
Student

AEUE Form 460-R
1 Oct 74

COOPERATIVE WORK EXPERIENCE - STATEMENT OF AGREEMENT
AMERICAN HIGH SCHOOL
APO NEW YORK
(USDESEA Pam 352-602)

Date_____

Student Trainee_____ Job Title_____

Employer (Unit & Location)_____

1. The student will be trained only as long as he/she is satisfactory to his/her employer.

2. Either party may terminate this agreement for just cause. The school coordinator will be consulted before final action takes place.

3. The supervisor will keep attendance records and will furnish a rating of student's performance to the school coordinator on the forms supplied.

4. The employer will train the student in the occupation specified in this agreement and as specified in the job description furnished by the supervisor

5. The parent (sponsor) assumes responsibility for son's/daughter's/ward's welfare on the job.

6. The student will insure attendance at his job station each day at the scheduled time and will perform job assignments with interest and care.

7. The student will inform his employer in advance whenever he is unable to report to work and will inform the school coordinator of his absence as soon as possible.

I, therefore, hereby state that I am in agreement with the above and that I sign this Statement of Agreement willingly and without coercion or persuasion on anyone's part.

_____ _____
(date) (signature of Parent or Sponsor)

Signature of Job Supervisor or Employer_____

Signature of Student_____

Signature of School Official_____

AEUE Form 461-R
1 Oct 74

COOPERATIVE WORK EXPERIENCE APPLICATION
AMERICAN HIGH SCHOOL
APO NEW YORK
(USDESEA Pam 352-602)

NAME (print) _____ GRADE AGE SEX
LAST FIRST M.I. ROTATION DATE

QUARTERS ADDRESS _____ HOME PHONE

SPONSOR'S RANK/NAME _____ RELATIONSHIP

DUTY ADDRESS _____ APO DUTY PHONE

STUDENT I.D. CARD # _____ SOC SEC# _____ DRIVERS LIC. YES NO

TYPING SPEED (wpm) _____ SHORTHAND SP _____ U.S. CITIZEN YES NO

DATE OF BIRTH _____ LANGUAGE SPOKEN (other than English) _____

STATE OF HEALTH: _____ DISABILITIES: _____

# DAYS ABSENT FROM SCHOOL LAST YEAR: _____ REASON: _____

COURSES TAKEN (PLEASE CHECK)

( ) Personal Typing
( ) Typing I
( ) Shorthand
( ) Office Practice
( ) Auto Mechanics I
( ) Cosmetology
( ) Other (Related to work interests) Please specify: _____

( ) Industrial Arts
( ) World of Construction/Manufacturing
( ) Mechanical Drawing
( ) Electronics

WILL YOU BE PARTICIPATING IN AFTER SCHOOL SPORTS OR ACTIVITIES: _____

ON WHAT MILITARY BASE, POST, OR ECONOMY WOULD YOU PREFER TO WORK: _____

_____ REASON _____

LIST THREE JOBS (in order of interest) THAT YOU WOULD LIKE TO EXPLORE

1. _____ 2. _____ 3. _____

DO YOU WORK OUTSIDE OF SCHOOL _____ KIND OF WORK _____

YOUR EMPLOYER (firm) _____ WEEKLY EARNINGS _____

NUMBER OF HOURS WORKED PER WEEK _____ LENGTH OF TIME ON JOB _____

DUTIES _____

AEUE Form 321-R
(Rev 1 Oct 74)

LIST JOBS, INCLUDING PART-TIME, PREVIOUSLY HELD (most recent first):

| TYPE OF JOB | HOURS/WK | # of WEEKS | REASON FOR LEAVING |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

LEISURE ACTIVITIES (In order of preference): _____

HOW ARE YOUR VACATIONS SPENT: _____

EXTRACURRICULAR ACTIVITIES (school activities & offices held) _____

_____

WHAT VOCATION WOULD YOUR PARENTS LIKE YOU TO PURSUE: _____

DO YOU PLAN TO GO FROM HIGH SCHOOL TO: 2 yr. college___ 4 yr college___ technical school___ service___ work___ marriage___ (Circle one)

WHAT VOCATIONAL CHOICES AFTER ALL SCHOOLING: _____

_____

SCHOOL SUBJECT YOU LIKE BEST _____ LEAST _____

CIRCLE LAST GRADE YOU HOPE TO COMPLETE: 9 10 11 12 13 14 15 16 MA PhD

EXPLAIN IN YOUR OWN WORKS WHY YOU WANT TO TAKE CWE AND WHAT YOU HOPE TO GET OUT OF THE PROGRAM:

----------DO NOT WRITE BELOW THIS LINE----------

INTERVIEW RECORD:

| date | unit | supervisor | phone | result |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

TESTS: GATB _____ KUDER _____ JOB-O _____ OTHER _____

AEUE Form 321-R
(Rev 1 Oct 74)

COOPERATIVE WORK EXPERIENCE - STUDENT'S ATTENDANCE RECORD
AMERICAN HIGH SCHOOL
APO NEW YORK
(USDESEA Pam 352-602)

Directions: Complete this record for each day that you work. At the end of the week have your job site supervisor sign the form and return it to the CWE coordinator.

NAME _____ OCCUPATION _____

WORK SITE _____ WEEK BEGINNING _____

| DATE | TIME IN | TIME OUT | TOTAL TIME | COMMENTS |
|---|---|---|---|---|
| FRI | | | | |
| MON | | | | |
| TUES | | | | |
| WED | | | | |
| THUR | | | | |

TOTAL TIME _____

_____
Signature of Job Supervisor

RETURN THIS FORM TO THE CWE COORDINATOR AT THE END OF EACH WEEK

AEUE Form 463-R
1 Oct 74



042

# CWE EVALUATION (Student Report)
(USDESEA Pam 352-602)

USDESEA

COOPERATIVE WORK EXPERIENCE

EVALUATION

Student Report

(To be filled out by Student)

INSTRUCTIONS: The Student should complete this portion of the report form and leave it with the employer for his evaluation. The employer after making his evaluation should mail this form to the high school in the accompanying self-addressed envelope.

Date _____

Student's Name _____
(Last) (First) (Middle)

Employing Firm _____

Department _____ Job Title _____

Supervisor's Name _____

Supervisor's Title _____

Attendance: Times Late _____ Reason _____

Times Absent _____ Reason _____

Gross Pay: Hour _____ _____

Week _____

Brief Job Description _____

_____

_____

_____

_____

Comments _____

_____

_____

AEUE Form 464
1 Oct 74

EMPLOYER'S EVALUATION

(To be filled out by Employer)

The employer will please express his candid opinion of this student as a worker in his employ. Criticisms and comments are earnestly solicited. This information will be utilized by the coordinator for the guidance of the student.

RELATIONS WITH OTHERS
- __ Exceptionally well accepted
- __ Works well with others
- __ Gets along satisfactorily
- __ Has some difficulty working with others
- __ Works very poorly with others

ATTITUDE - APPLICATION TO WORK
- __ Outstanding in enthusiasm
- __ Very much interested and industrious
- __ Average in diligence and interest
- __ Somewhat indifferent
- __ Definitely not interested

JUDGMENT
- __ Exceptionally mature
- __ Above average in making decisions
- __ Usually makes right decision
- __ Often uses poor judgment
- __ Consistently uses bad judgment

DEPENDABILITY
- __ Completely dependable
- __ Above average in dependability
- __ Usually dependable
- __ Sometimes neglectful or careless
- __ Unreliable

ABILITY TO LEARN
- __ Learns very quickly
- __ Learns readily
- __ Average in learning
- __ Rather slow to learn
- __ Very slow to learn

QUALITY OF WORK
- __ Excellent
- __ Very good
- __ Average
- __ Below average
- __ Very poor

ATTENDANCE: Reg. ☐ Irreg. ☐ PUNCTUALITY: Reg. ☐ Irreg. ☐

OVERALL RATING: Excellent ☐ Very Good ☐ Average ☐ Marginal ☐ Poor ☐

COMMENTS (over if necessary) _____

_____

_____

_____

(Signed) _____
(Company Representative)

This report has been discussed with the student: ___Yes ___No

EVALUATION OF CWE PROGRAM BY STUDENT
AMERICAN HIGH SCHOOL
APO NEW YORK
(USDESEA Pam 352-602)

Student Trainee_____ Date_____

Job Site:_____

DIRECTIONS: CHECK THE REPLY THAT INDICATES YOUR OPINION. PLEASE BE HONEST AND CANDID IN YOUR ANSWERS. IF YOU NEED AN EXPLANATION OF THE ITEM ASK FOR HELP.

1) THE CWE JOB I HAD IS RELATED TO MY CAREER PLANS:

_____very closely COMMENT:
_____quite closely
_____just a little
_____not at all

2) THE CWE PROGRAM HAS HELPED ME TO UNDERSTAND MORE ABOUT THE WORLD OF WORK TODAY:

_____very much COMMENT:
_____quite a bit
_____somewhat
_____just a little

3) MY CWE JOB MATCHED MY PERSONAL INTERESTS:

_____very much COMMENT:
_____quite a bit
_____somewhat
_____just a little
_____not at all

4) MY WORK EXPERIENCE IN CWE HAS HELPED ME UNDERSTAND WHAT IS EXPECTED OF ME IN THE WORLD OF WORK:

_____very much COMMENT:
_____quite a bit
_____somewhat
_____just a little
_____not at all

5) I THINK THAT WHAT I HAVE LEARNED AT MY CWE JOB SITE WILL BE HELPFUL TO ME LATER:

_____very much COMMENT:
_____quite a bit
_____somewhat
_____just a little
_____not at all

6) IN COMPARISON TO MY OTHER CLASSES, I CONSIDER MY EXPERIENCE IN CWE:

_____of the highest value COMMENT:
_____about the same value
_____of less value
_____of little value

7) THE KIND OF WORK I WAS DOING AT MY JOB SITE WAS NEARLY ALWAYS:

_____highly interesting COMMENT:
_____quite interesting
_____somewhat interesting
_____seldom interesting

EVALUATION OF CWE PROGRAM BY STUDENT
AMERICAN HIGH SCHOOL
APO NEW YORK
(USDESEA Pam 352-602)

8) I LOOKED FORWARD TO REPORTING TO MY JOB SITE EACH DAY:

_____a great deal COMMENT:
_____quite a lot
_____now and then
_____just a little
_____not at all

9) THE ATTITUDE OF THE PEOPLE AT MY JOB SITE WAS:

_____always very friendly and cooperative COMMENT:
_____usually friendly and cooperative
_____seldom friendly and cooperative
_____never friendly and cooperative

10) THE FUTURE VALUE THAT I ATTACH TO MY WORK EXPERIENCE IN CWE IS:

_____highly valuable COMMENT:
_____quite valuable
_____somewhat valuable
_____of little value

11) I WOULD RECOMMEND THE CWE PROGRAM:

_____for all students COMMENT:
_____only for non-college bound students
_____only for students who want to learn a job skill

12) I USUALLY FOUND THE CWE ASSIGNMENTS:

_____very interesting and worthwhile COMMENT:
_____sometimes interesting and worthwhile
_____seldom interesting and worthwhile

13) I FOUND COMPLYING WITH THE PROVISIONS OF THE TRAINING AGREEMENT:

_____very easy COMMENT:
_____usually easy
_____sometimes difficult
_____very difficult

14) I FEEL THAT THE CWE COORDINATOR WAS INTERESTED IN MY WORK:

_____very much COMMENT:
_____quite a bit
_____somewhat
_____very seldom

15) MY WORK EXPERIENCE IN CWE HAS HELPED ME WITH MY CAREER PLANS:

_____very much COMMENT:
_____quite a bit
_____somewhat

AEUE Form 465-R
1 Oct 74

EVALUATION OF CWE PROGRAM BY STUDENT
AMERICAN HIGH SCHOOL
APO NEW YORK
(USDESEA Pam 352-602)

PART II PLEASE ANSWER THESE QUESTIONS. BE DETAILED AND GIVE EXAMPLES WHEN YOU CAN.

1) WHAT CAREER WERE YOU INTERESTED IN AT THE BEGINNING OF THIS SCHOOL YEAR?

_____

2) WHAT CAREER ARE YOU INTERESTED IN AT THE END OF THIS SCHOOL YEAR?

_____

3) DO YOU WANT MORE HELP WITH YOUR CAREER PLANS? YES_____ NO_____

IF "YES", WHAT KIND OF HELP WOULD YOU LIKE?

_____

4) WHAT CWE ASSIGNMENTS DID YOU FIND MOST INTERESTING THIS YEAR?

_____

5) WHAT THINGS DID YOU MOST ENJOY DOING AT YOUR JOB SITE THIS YEAR?

_____

6) WHAT SUGGESTIONS WOULD YOU MAKE FOR IMPROVING THE CWE PROGRAM?

_____

COOPERATIVE WORK EXPERIENCE INTERVIEW FORM
AMERICAN HIGH SCHOOL
APO NEW YORK

NAME_____

DATE_____ AREA_____

GRADE_____ WORKING HOURS_____

SUPERVISOR'S NAME_____ PHONE_____
rank

UNIT_____ LOCATION_____
BLDG ROOM

TIME_____ DAY_____ BUS_____

INSTRUCTIONS
READ before interview; ANSWER after interview; RETURN to CWE next morning

CIRCLE ONE: YES - "Y" NO - "N"

DID YOU .....

Y N arrive on time?
Y N go to the interview alone or with other applicants for the job?
Y N introduce yourself clearly and state why you were there?
Y N ask what qualifications were necessary for a CWE job in the unit?
Y N stress your qualifications and interest in the job?
Y N pick up clues given by the interviewer's questions or statements and use them to convince him that you fit the requirements?
Y N ask to be shown your working area; i.e. desk, machine, etc?
Y N check about protective clothing or tools that will be needed and whether the unit or you are to provide them?
Y N avoid mention of your personal, domestic, or financial problems?
Y N give the information asked for?
Y N find out what regulations the unit has for dress and general appearance, coffee breaks, smoking, etc?
Y N get a clear idea of the unit's mission?
Y N discuss what would be the best working hours?
Y N get a clear idea of what your work would be? Describe below:

Y N let your interviewer know that the school will be contacting him about a follow-up to the interview? No decisions are to be made during the interview.
T N have a definite idea of what is to be required of you before you are hired, both by the job supervisor and the CWE coordinator? This will avoid disappointment for you and your supervisors.
T N realize you may not get offered the first job you interview for or you may not want it? In either case do not be discouraged, there will be other jobs and other interviews.

DO YOU WANT THIS JOB IF OFFERED? YES____ NO____ MAYBE (explain)

(SAMPLE)

COOPERATIVE WORK EXPERIENCE JOB-CHANGE REQUEST
AMERICAN HIGH SCHOOL
APO NEW YORK

NAME_____ ESTIMATED DAYS ABSENT FROM WORK_____
last first
DATE_____AREA_____ LENGTH OF TIME ON JOB_____

GRADE_____WORKING HOURS_____ NAME OF UNIT_____

SUPERVISOR:_____ PHONE:_____

JOB TITLE:_____

WHAT PERCENTAGE OF THE TIME WERE YOU PURPOSELY WORKING OR LEARNING?_____

DESCRIBE IN DETAIL THE WORK YOU DID:

WHAT VOCATIONAL SKILLS DID YOU ACQUIRE:

WHAT ATTITUDES OR HABITS DID YOU ACQUIRE:

WHAT WERE THE DISADVANTAGES OF YOUR JOB:

SUGGESTIONS FOR IMPROVEMENT:

WHAT SUGGESTIONS WOULD YOU GIVE A STUDENT ON HOW TO GET MORE LEARNING AND EXPERIENCE OUT OF THE JOB:

WHAT DID YOU HONESTLY FEEL YOU GAINED FROM CWE, IF ANYTHING:

HAS CWE INFLUENCED YOUR FUTURE PLANS IN ANY WAY?____EXPLAIN:

WHAT PROBLEMS HAVE YOU HAD WITH YOUR WORK, SUPERVISOR, OR COORDINATOR?

HOW WOULD YOU SUGGEST TO SOLVE THIS?

WHAT IS THE REASON FOR (TRANSFERRING FROM CWE) or (CHANGING JOBS) AND HOW DOES IT TIE IN WITH YOUR FUTURE VOCATIONAL PLANS?

CHECK ONE:
_____I will not continue in this field
_____I will probably work in this field
_____I will continue in this field as a career

CHECK ONE:
_____My CWE experience was
____highly rewarding and worthwhile
____worthwhile and useful
____acceptable
____not too useful
____waste of time

CHECK ONE:
_____I feel I can compete in this field
_____I am learning, but do possess some skills
_____My skills and job knowledge are still incomplete and unacceptable

(SAMPLE)

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: CWE Student Visit to Job Site

TO: All Authorities Concerned

1. Request permission for _____(student's name), a CWE student at this school, to be absent from his/her CWE jobsite in order to visit and observe the work of _____(student's name) at his/her job site located at _____(unit, location) on _____(date).

2. It is understood that the purpose of the visit is to broaden the student's knowledge of various occupations and to promote sharing of experiences among students. This visit is not to be construed as a social activity.

3. The student visitor is to present a brief written report (no longer than one page) of his experience to the school CWE coordinator.

APPROVED: (Signatures)

1. _____
Signature of Job Supervisor Allowing Absence

2. _____
Signature of Host Job Supervisor

3. _____
Signature of Visiting Student's Parent of Sponsor

4. _____
Signature of CWE Coordinator

DISTRIBUTION: 3 copies: one to each unit concerned and one to CWE Coordinator.

(SAMPLE)

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: Non CWE Student Visitation of CWE Student's Job Site

TO: All Authorities Concerned

1. Request permission for _____(student's name), to be absent from the following 2 classes on _____(date) in order to visit _____ _____(student's name), a CWE student, at his/her job located at_____ _____(unit, location):

| PERIOD | SUBJECT | TEACHER | TEACHER'S SIGNATURE OF APPROVAL |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

2. It is understood that the purpose of the visit is to broaden the student's knowledge of the various occupations in the world of work and to promote sharing of experiences among students. This visit is not to be construed as a social activity.

3. The student visitor is required to present a brief written report, no longer than a page, of his experiences to the school CWE coordinator after showing it to his teachers who are allowing his absence from class.

APPROVED: (Signatures)

1. Teachers concerned (See above)
2. _____
   Signature of Job Supervisor
3. _____
   Signature of Parent of Visiting Student
4. _____
   Signature of CWE Coordinator

DISTRIBUTION: 2 copies: one to Job Supervisor and one to CWE Coordinator

(SAMPLE)

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: Student Trainee Evaluation of CWE Job Site (Please keep CONFIDENTIAL)

STUDENT TRAINEE:_____GRADE: 12 11 10 9

JOB SITE:_____LOCATION:_____

SUPERVISOR'S NAME:_____SUPERVISOR'S POSITION:_____

WORKING HOURS: ARRIVE_____LEAVE_____NO. OF WEEKS ON THIS JOB SITE:_____

Check the answer that applies to your job site. Be honest in your replies. If you feel you cannot answer a question indicate this with a question mark in front of the number. All of this information will be confidential and will not have any bearing on your CWE grade. If you have questions, check with the Coordinator.

1. Overall, how much of the time that you spend on the job do you think is wasted?

____A) more than three-fourths of the time
____B) about three-fourths of the time
____C) about one-half of the time
____D) about one-fourth of the time
____E) 5 minutes or less of the time

2. How much work that you do on your job seems like it will be important or useful?

____A) nothing
____B) very little
____C) about one-half of what I learn
____D) nearly everything
____E) everything that I do

3. How would you rate your work experience so far?

____A) extremely valuable
____B) of high value
____C) of some value
____D) of little value
____E) of no value

4. How much of your work is helping you to acquire specific skills and abilities?

____A) none of it
____B) some of it
____C) half of it
____D) most of it
____E) all of it

5. To what extent are you becoming aware of the educational requirements necessary in the work you do at your job site?

____A) very much aware
____B) somewhat aware
____C) seldom aware
____D) not at all aware

6. In your work at your job site how many of the duties do you have to find out about by yourself?

____A) none of them
____B) some of them
____C) half of them
____D) most of them
____E) all of them

7. How much of the work and skills you are doing is related to your future goals?

____A) none of it
____B) some of it
____C) half of it
____D) most of it
____E) all of it

8. How much time does your work make you think about your own personal plans for the future?

____A) five minutes of less
____B) about one-fourth of the time
____C) about one-half of the time
____D) about three-fourths of the time
____E) more than three-fourths of the time

9. How much time do you spend with your supervisor discussing your future plans?

____A) never
____B) seldom
____C) occasionally
____D) quite often
____E) very often

10. How much time do you spend with other employees on your site discussing your future plans?

____A) never
____B) seldom
____C) occasionally
____D) quite often
____E) very often

11. How much more time would you like to spend on your job site if it could be arranged in your present schedule?

____A) one more hour
____B) two more hours
____C) three more hours
____D) four more hours
____E) no more time

12. How much time do you spend on your job watching other people work?

____A) more than three-fourths of the time
____B) about three-fourths of the time
____C) about one-half of the time
____D) about one-fourth of the time
____E) about five minutes of so of the time

13. Do you have the feeling that you are accepted on your job site and that you are part of the staff where you work?

____A) never
____B) seldom
____C) about half the time
____D) most of the time
____E) all of the time

14. About how many of the other employees on your job site treat you as a less mature or less responsible person then you think you really are?

____A) all of them
____B) most of them
____C) half of them
____D) some of them
____E) none of them

15. How often does your supervisor let you do the things that YOU want to do?

____A) always
____B) most of the time
____C) about one-half the time
____D) seldom
____E) never

16. When you started your work how much information did your supervisor give you about your duties and responsibilities?

____A) none at all
____B) some
____C) about half
____D) most of them
____E) all of them

17. How much time does your supervisor give you when you need his help?

____A) never
____B) seldom
____C) about one-half the time
____D) most of the time
____E) always

18. What portion of the time you are on your job makes you feel excited and involved about what you are doing?

____A) five minutes or less of my working time
____B) about one-fourth of my time
____C) about one-half of the time
____D) about three-fourths of the time
____E) more than three-fourths of the time

19. How much of the time does your supervisor tell you his personal views on how he feels about your work?

____A) never
____B) seldom
____C) about one-half of the time
____D) most of the time
____E) always

20. How do you feel about the evaluations that your supervisor has given you in the past?

____A) not at all fair
____B) somewhat fair
____C) fair
____D) somewhat generous
____E) very generous

21. How do you feel about being able to express your own views and opinions on your job?

____A) never able to do this
____B) seldom able to do this
____C) about half the time
____D) most of the time
____E) always can do this

22. Do you feel you are able to go to your supervisor about complaints concerning your duties and responsibilities on your job?

____A) never
____B) seldom
____C) sometimes
____D) often
____E) always

23. How much of the time on your job do you spend doing other things not related to your job? (homework, reading the paper, talking with friends, etc.)

____A) more than three-fourths of the time
____B) about three-fourths of the time
____C) about one-half of the time
____D) about one-fourth of the time
____E) five minutes of less of the time

24. Do you get restless and bored during your time on your job?

____A) almost always
____B) most of the time
____C) sometimes
____D) very few times
____E) nearly never

25. Do you feel that the people you work with trust and respect you?

____A) almost always
____B) most of the time
____C) sometimes
____D) very little of the time
____E) never

26. Do you feel respect and regard for the people you work with on your job?

____A) always
____B) almost always
____C) sometimes
____D) very seldom
____E) never

27. Do you feel that you are forced to work with people who dislike you?

____A) always
____B) almost always
____C) sometimes
____D) very few times
____E) nearly never

28. Do you talk about your work when you are away from your job:

____A) very often
____B) often
____C) sometimes
____D) very seldom
____E) never

29. Does your work supervisor have work planned and ready for you to do every day?

____A) always
____B) often
____C) sometimes
____D) seldom
____E) never

30. Is your supervisor critical of your work?

____A) always
____B) sometimes
____C) seldom
____D) very seldom
____E) never

31. Do you feel that your supervisor shows interest in you as a person as well as how you are doing your work?

____A) always
____B) almost always
____C) sometimes
____D) seldom
____E) never

32. Do you feel that you get sufficient explanations on how to perform your duties?

____A) always
____B) almost always
____C) sometimes
____D) seldom
____E) never

33. Do you feel that you get sufficient recognition for the work you are doing from your fellow employees and work supervisor?

____A) always
____B) almost always
____C) sometimes
____D) seldom
____E) never

34. Do you feel at ease with your work supervisor?

____A) always
____B) almost always
____C) sometimes
____D) seldom
____E) never

35. Do you feel that you could do the work you are now performing you could also do as a full-time job with salary?

____A) without any reservations
____B) under certain conditions
____C) with improved training
____D) on a trial basis
____E) not for full-time work

36. If a friend was interested in this kind of work, would you recommend your job site?

____A) without reservations
____B) under certain conditions
____C) if the training improved
____D) if certain persons departed the job site
____E) not at all

37. Do you ever get criticized for something that happens on your job site that you had no control over?

____A) never
____B) almost never
____C) sometimes
____D) often
____E) always

38. Do you feel that the training you are getting is the best that is available on your job site?

____A) without reservations
____B) yes, considering the limited time of the supervisor
____C) yes, considering that this job does not require much training
____D) no, more time should be spent on training
____E) absolutely not

39. Do you look forward each day to reporting to your job site?

____A) always
____B) almost always
____C) sometimes
____D) very seldom
____E) never

40. Do you feel that you are given work that challenges and extends your real abilities?

____A) always
____B) almost always
____C) sometimes
____D) very seldom
____E) never

41. Are you generally happy and cheerful while you are on your job?

____A) always
____B) almost always
____C) sometimes
____D) very seldom
____E) never

42. Do you think the work you are doing is worthwhile and important?

____A) always
____B) almost always
____C) sometimes
____D) very seldom
____E) never

43. How would you feel if you were taken off your job and assigned to a regular class at school in vocational education?

____A) dislike it greatly
____B) dislike it somewhat
____C) wouldn't care
____D) like it somewhat
____E) like it very much

44. Do you feel that the work you are doing is too tiring physically?

____A) always
____B) almost always
____C) sometimes
____D) seldom
____E) never

45. Do you discuss what you are doing on your job with your parents?

____A) often
____B) sometimes
____C) seldom
____D) never

46. I feel that I am very fortunate to be working at my job site.

____A) I agree completely
____B) I agree somewhat
____C) I don't really care
____D) I disagree somewhat
____E) I disagree completely

47. I feel that the job I have at the present is well suited to my abilities.

____A) I agree completely
____B) I agree somewhat
____C) I don't really care
____D) I disagree somewhat
____E) I disagree completely

48. I feel that if I have a problem on my job, I can discuss it openly with my supervisor:

____A) I agree completely
____B) I agree somewhat
____C) I don't really care
____D) I disagree somewhat
____E) I disagree completely

49. I feel that my supervisor has been fair and honest in his evaluations of my work:

____A) I agree completely
____B) I agree somewhat
____C) I don't really care
____D) I disagree somewhat
____E) I disagree completely

50. I feel that I have done the best work I can on my job site this year:

____A) I agree completely
____B) I agree somewhat
____C) I don't really care
____D) I disagree somewhat
____E) I disagree completely

Please answer these questions about your job site supervisor to the best of your ability. If you can, give examples to back up your statements. Write legibly in ink or type your answers.

1) DESCRIBE THE PERSONALITY, DISPOSITION, CHARACTER, MANNER, ETC., OF YOUR SUPERVISOR:

2) WHAT SUGGESTIONS WOULD YOU MAKE FOR IMPROVING THE TRAINING THAT YOU GET ON YOUR JOB:

3) WHAT KINDS OF ADJUSTMENTS DID YOU HAVE TO MAKE WHEN YOU STARTED WORK ON YOUR JOB SITE?

(PLEASE RETURN THIS EVALUATION TO THE CWE OFFICE BY THIS DATE:_____

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: Sample Letter of Appreciation to Supervisor

Dear Sir:

We appreciate the interest and support which you have extended during this past school year to the students enrolled in the CWE PROGRAM at _____ High School. It was through your cooperation that these students were able to receive valuable training and experience which will be highly beneficial to them in the future.

This past year there were ____ students assigned to ____ different job sites on the _____(location). Since the success of this program depends largely on providing effective training sites, we hope that you will again want to be a part of the CWE PROGRAM in the next school year.

Again, our thanks for your assistance in making this program a valuable educational experience for our CWE students.

Sincerely,

_____
CWE Coordinator

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: Letter of Reference for CWE Student by Supervisor

TO THE STUDENT: Request your job site supervisor to complete this form and return it directly to you. Include this Letter of Reference in your exam folder. It will be returned to you so you can add it to your personal job file. This letter will be useful to you when you apply for a job.

TO THE JOB SITE SUPERVISOR: Please complete each statement in this letter and return it to the student. Be honest and candid in your statements. If you prefer to write this letter on unit stationery, please do so. This letter will be returned to the student for use in their job file. We appreciate your help in providing this valuable reference.

TO WHOM IT MAY CONCERN:

FROM: _____
Print name Position

RE: Letter of reference for _____
(print student's name please)

1. The above named person has worked under my supervision as part of the COOPERATIVE WORK EXPERIENCE PROGRAM at _____, APO New York _____
for the (school name)
for the period of: _____
and received training at: _____

working as: _____

2. During this time this person has acquired skills in:

3. My evaluation of this person's ability is:

4. My evaluation of this person's character is:

5. Other comments:

Respectfully yours, _____
(Signature) (Date)

Front

COOPERATIVE WORK EXPERIENCE

CERTIFICATE OF PROFICIENCY

IN _____ IS AWARDED TO
Job Title

_____
Name of Trainee

THIS DAY OF 19

_____ ; _____
CITY COUNTRY

_____
Job Supervisor

_____
ACTIVITY

_____
CWE Coordinator

Back

SKILLS ACQUIRED

_____

_____

_____

_____

_____

_____

(SAMPLE)

A-13

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUPERVISORS: PLEASE READ

CWE JOB SUPERVISORS - This school calendar is prepared to assist you in keeping a record of the student's attendance. These symbols have proved handy in the past.
AO = absent without notification
AN = absent notified beforehand
P = present
If the student is absent three days in a row without notification or if his attendance seems irregular, please call the school at _____.
(phone number)

When a student terminates employment at your unit, please sign your name on the blank or the last day he was on the job. Your signature will mean that the student has cleared any obligations to you at the unit. The student is then to carry back the signed calendar to the CWE office at school.

_____
CWE Coordinator(s)

1ST QUARTER

| | | | | |
|---|---|---|---|---|
| Sept 2 (Labor Day) | Sept 9 _____ | Sept 16 _____ | Sept 23 _____ | Sept 30 _____ |
| 3 _____ | 10 _____ | 17 _____ | 24 _____ | Oct 1 _____ |
| 4 _____ | 11 _____ | 18 _____ | 25 _____ | 2 _____ |
| 5 _____ | 12 _____ | 19 _____ | 26 _____ | 3 _____ |
| 6 _____ | 13 _____ | 20 _____ | 27 _____ | 4 _____ |
| Oct 7 _____ | Oct 14 (Col. Day) | Oct 21 _____ | Oct 28 Veterans Day | |
| 8 _____ | 15 _____ | 22 _____ | 29 _____ | |
| 9 _____ | 16 _____ | 23 _____ | 30 _____ | |
| 10 _____ | 17 _____ | 24 _____ | 31 _____ | |
| 11 _____ | 18 _____ | 25 _____ | Nov 1 _____ | |

END OF FIRST MARKING PERIOD

2ND QUARTER

| | | | | |
|---|---|---|---|---|
| Nov 4 _____ | Nov 11 _____ | Nov 18 _____ | Nov 25 _____ | Dec 2 _____ |
| 5 _____ | 12 _____ | 19 _____ | 26 _____ | 3 _____ |
| 6 _____ | 13 _____ | 20 _____ | 27 _____ | 4 _____ |
| 7 _____ | 14 _____ | 21 _____ | Thanksgiving | 5 _____ |
| 8 _____ | 15 _____ | 22 _____ | Recess | 6 _____ |
| Dec 9 _____ | Dec 16 _____ | Jan 6 _____ | Jan 13 _____ | Jan 20 _____ |
| 10 _____ | 17 _____ | 7 _____ | 14 _____ | 21 _____ |
| 11 _____ | 18 _____ | 8 _____ | 15 _____ | 22 _____ |
| 12 _____ | 19 _____ | 9 _____ | 16 _____ | 23 _____ |
| 13 _____ | 20 _____ | 10 _____ | 17 _____ | 24 _____ |

END OF SECOND MARKING PERIOD

(SAMPLE)

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUPERVISORS: PLEASE READ

CWE JOB SUPERVISORS - This school calendar is prepared to assist you in keeping a record of the student's attendance. These symbols have proved handy in the past.
AO = absent without notification
AN = absent notified beforehand
P = present
If the student is absent three days in a row without notification or if his attendance seems irregular, please call the school at _____.
(phone number)

When a student terminates employment at your unit, please sign your name on the blank or the last day he was on the job. Your signature will mean that the student has cleared any obligations to you at the unit. The student is then to carry back the signed calendar to the CWE office at school.

_____
(CWE Coordinator (s)

| 3RD QUARTER | | | | |
|---|---|---|---|---|
| Jan 27 | Feb 3 | Feb 10 | Feb 17 (Wash B.) | Feb 24 |
| 28 | 4 | 11 | 18 | 25 |
| 29 | 5 | 12 | 19 | 26 |
| 30 | 6 | 13 | 20 | 27 |
| 31 | 7 | 14 | 21 | 28 |
| Mar 3 | Mar 10 | Mar 17 | Mar 24 | Spring Recess |
| 4 | 11 | 18 | 25 | Apr 7 |
| 5 | 12 | 19 | 26 | 8 |
| 6 | 13 | 20 | 27 | 9 |
| 7 | 14 | 21 | 28Good Fri. | 10 |
| | | | | 11 |

END OF THIRD MARKING PERIOD

| 4TH QUARTER | | | | |
|---|---|---|---|---|
| Apr 14 | Apr 21 | Apr 28 | May 5 | May 12 |
| 15 | 22 | 29 | 6 | 13 |
| 16 | 23 | 30 | 7 | 14 |
| 17 | 24 | May 1 | 8 | 15 |
| 18 | 25 | 2 | 9 | 16 |
| May 19 | May 26 | June 2 | June 9 | |
| 20 | 27 | 3 | 10 | |
| 21 | 28 | 4 | 11 | |
| 22 | 29 | 5 | 12 | |
| 23 | 30 | 6 | | |

END OF FOURTH MARKING PERIOD



(SAMPLE)

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: Training Plan for Offset Pressman, CWE Program, USDESEA

NOTE: This job is generally available through the Office of the Adjutant General in the USDESEA schools. The Military Occupational Skill (MOS) for this position is 83F and is described in detail in AR 611-201, Page 943. Related civilian occupations are described in the DICTIONARY OF OCCUPATIONAL TITLES (DOT) as: Bookbinder (977.884), Lithographic Pressman (651.782), Overlay Cutter (651.381). Federal Service Classification includes: Offset Duplicating Devices Operator (GS 363) and Offset Press Operator (WB 4417). The physical requirements for this job include near normal vision and color descrimination, good eye-hand co-ordinator, above average manual dexterity, sufficient strength to lift and handle bundles of paper. The mental requirements include reasoning ability and above average mechanical aptitude, perceptual speed to scan impressions and detect errors or flaws, attentiveness in operating equipment.The rating scale for evaluating the level of skill proficiency is:

1=PROFICIENT 2=SATISFACTORY 3=NEEDS MORE TRAINING 4=UNSATISFACTORY

The Work Supervisor should check the appropriate column and use this evaluation as a guide for training the student.

TYPE OF SKILL

1) Is able to prepare the offset press for operation

2) Is able to service and maintain the press

3) Is able to estimate and evaluate work requirements

4) Is able to examine and proffread stencils for errors

5) Is able to fix solution for press

6) Is able to fill ink or solution fountain

7) Is able to make adjustments to feeder and delivery system

8) Is able to wash protective coating from plates

9) Is able to realign printing image

10) Is able to replace or repair worn parts

11) Is able to learn and use all safety precautions in operation of equipment

12) Is able to know differences in paper stock

13) Is able to take remedial actions in preparing stencils

14) Is able to understand capability and limitations of equipment

15) Is able to understand control and scheduling system for offset operations

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: Training Plan for Radio Station CWE Trainee, USDESEA

NOTE: The work in a radio station in USDESEA is usually done at an ARMED FORCES NETWORK radio station (AFN) or an affiliate such as the SOUTHERN EUROPEAN NETWORK (SEN). The skills involve a variety of jobs ranging from operating the Control Board, editing news copy, filing records to producing promotional spots, making time and station breaks and locating records in the record library. The purpose of this TRAINING PLAN is to list the specific skills performed in these different areas of broadcasting and to provide a means of evaluating the degree of proficiency with which the student trainee performs these skills. The column used for rating the student's proficiency is numbered according to this key:

1=PROFICIENT 2=SATISFACTORY 3=NEEDS MORE TRAINING 4=UNSATISFACTORY

| I-NEWSROOM SKILLS | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| A) Is able to clear the teletype news copy from the teletype machine and retain feature material | | | | |
| B) Is able to edit the news and sportscasts including deciphering all garbled copy, correcting all ungrammatical sentences, fill in all missing or incomplete sentences, etc. | | | | |
| C) Is able to prepare the newscast for the final reading on the air by the news announcer. | | | | |
| D) Is able to obtain local news and sports information and prepare this information into readable notes for rewrite by the newsman. | | | | |
| E) Is able to answer telephone inquiries on the stock market, sports, news items, etc. | | | | |
| II-RECORD LIBRARY SKILLS | 1 | 2 | 3 | 4 |
| A) Is able to file records in the proper place by type and number of disc. | | | | |
| B) Is able to breakdown programs for the following day and place them in the correct order according to the program log and store them in the proper place for the evening announcer. | | | | |
| C) Is able to number and file new records received from AFRTS each week. | | | | |
| D) Is able to prepare a card file on all new records. | | | | |
| E) Is able to locate and pull out all requested records from record library needed by announcers. | | | | |



(SAMPLE)

III-CONTINUITY SKILLS

A) Is able to obtain information for spot announcements and prepare notes for use by continuity writer.

B) Is able to create written spot announcements to publicize local student activities.

C) Is able to answer telephone inquiries about the time when spot announcements will be broadcast.

D) Is able to prepare monthly continuity report for the station manager showing breakdown of all spots that are aired during the month.

IV-STUDIO PRODUCTION SKILLS

A) Is able to operate the Control Board

B) Is able to operate the turntables

C) Is able to operate the Tape machines and all other remote equipment

D) Is able to air spot announcements live

E) Is able to produce spot announcements for air use on cartridge machines.

F) Is able to setup for making segues on the air

G) Is able to announce station breaks, time checks, etc.

H) Is able to operate Control Board during news broadcasts

I) Is able to edit tape recordings

J) Is able to record from satellite line any special feeds from stateside networks.

K)

V-RECEPTION DESK

A) Is able to receive visitors and answer inquiries

B) Is able to conduct tours of radio station

C) Is able to answer telephone and supply information

D) Is able to type correspondence

E)

VI-OTHER SKILLS

A)

B)

(SAMPLE)

COOPERATIVE WORK EXPERIENCE -JOB ANALYSIS
AMERICAN HIGH SCHOOL
APO NEW YORK

JOB TITLE: (Mechanic, Clerk-Typist, etc.)_____

LOCATION (Unit Address) _____

LIST OF DUTIES TO BE PERFORMED ON THE JOB BY CWE STUDENT:

HAZARDS ASSOCIATED WITH POSITION:

EQUIPMENT, MACHINES, TOOLS, WHICH STUDENT WOULD BE USING (Ditto machine, X-ray, Key punch, adding machine, microscope, etc.)

RECOMMENDED LENGTH OF TIME JOB SHOULD BE HELD BY STUDENT: (check one)

_____Full school year (9months) _____1/4 school year (9 weeks)

_____1/2 school year (4-1/2 months) _____Other:_____

QUALIFICATIONS OR ABILITIES DESIRED IN STUDENTS:

NUMBER OF JOB OPENINGS:_____

ADDITIONAL COMMENTS:

NAME OF SUPERVISOR_____PHONE_____

UNIT COMMANDER_____PHONE_____

OFFICIAL UNIT ADDRESS_____

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: Master List of Training Plans Available at the Directorate

AUTOMOTIVE MECHANIC

BANKING ASSISTANT

DENTAL ASSISTANT

DRAFTING

ELECTRICAL DATA PROCESSING OPERATOR

ELEMENTARY TEACHER'S AIDE

GRAPHIC ARTS TECHNICIAN

HELICOPTER MAINTENANCE

ILLUSTRATOR TRAINEE

INSTRUCTIONAL MATERIALS

KENNEL ATTENDENT

LIBRARY ASSISTANT

MEAT CUTTING & PRODUCE TRAINEE

MEDICAL TECHNOLOGY

NURSERY ASSISTANT

PHARMACY SKILLS

PHYSICAL THERAPY ASSISTANT

PRINTING INDUSTRY TECHNICIAN

SECRETARY

SCHOOL NURSE ASSISTANT

TA'LORING

TEACHER'S LAB ASSISTANT

WEATHER OBSERVER

X-RAY ASSISTANT

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: Possible CWE Jobs

These are just a few jobs you may ask about; if the job you want is not available you can obtain information about it from your CWE Coordinator.

MEDICAL OCCUPATIONS
Eye Clinic
Medical Maintenance
Cleaners
Medical Library
ENT Clinic
Pediatrics Clinic
A & D Office
Warehouse
Supply
Pediatrics
Medicine Ward
Surgery I
Surgery II
Sterile Supply
Register Office
Records
Brace Shop
Diet Section
Radio Isotope
Business Office
Orthopedics Clinic
Appointments Desks
Dental
Mental Health
OB/GYN
Chaplain Office
Chenistry Lab
Dental Services
Dermatology Clinic
Distribution Center
Electrician
Emergency Rm.
Fire Station
Food Service
Dining Hall
Forms & Printing
Illustrator Formsman
Immuno./Allergy
Lab-Out Patient
Linen Control
Nursing Service
Patient Locator
Pharmacy
Photo Lab
Physical Therapy
Post Office/Mail Room
Red Cross
Motor Pool
Veterinary Clinic
X-Ray Dept. Records
Convalescent Ward

IN SCHOOL POSITIONS
Special Ed. Assistant
School Officer
Elementary Supply
School Nurse
Ele. Schools Library Assit.
Ele. Sch. P.E. Assistant
Teachers Assistant
T. V. Assistant High Sch.
A. V. Assistant High Sch.
Book Store High Sch./Ele.

EES- Distributive Ed.
Jewelry Dept.
Sporting Dept
Camera Dept
Gift Dept
Mens Dept
Receiving Area
Boutique
Cosmetics
Administrators Office
Cashier
Special Orders
Clerk
Stock Boy
Flower Shop
Floor Worker
Beverage Shop
Cafeteria
Pick up Point
EES Garage

DIVERSIFIED OCCUPATIONS
Autovon
Audio Tech Control
Inside Telephone Plant
Outside Telephone Plant
Switchboard Operator
C. E. Woodshop
C. E. Metal Shop
C. E. Electric Shop
C. E. Drafting
C. E. Planning/Develop.
Drivers School
Staff Judge Advocate
Finance Office
Clubs-N.C.O. or Officers
American Express
Radio Stations
Auto Hobby Shop
Auto Sales
Bakeries
Chapels
Golf Course
Movie Theaters
Commissary
Crafts/Hobby Shops
Dispatcher
Education Centers
Gas & Service Stations
Gymnasium
Information Office
Nurseries
Air Terminal
Post Offices
Safety Control
Service Clubs
Typewriter Repair
Newspaper Office

NOTE: Each CWE Coordinator should compile his own list.

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: CWE COURSE DESCRIPTION

The CWE program is open to all students in grades 9-12 who want to acquire work experience and skills training through on-the-job experience. In addition, the CWE program offers opportunities to research different careers, learn how to apply for jobs, conduct a job interview, and other work-related activities through reading assignments and individual projects. Students interested in obtaining work experience at a specific activity should indicate where they would like to work on their application form. Although there is a wide variety of job sites available, it is not always possible to match the student's first interest with an appropriate job site. In addition to practical work experience, the CWE program also offers aptitude testing, vocational counseling, work exploration, and career information.

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: Suggestions for CWE Students

INTRO: These suggestions and ideas were culled from remarks and comments made by other students enrolled in CWE during the past years. It could be called a list of "How To Do Successful Work In CWE" ideas, so consider them carefully and try to follow them to the best of your ability during this school year. Perhaps by the end of the year, you will be able to add a few ideas of your own.

1) DRESS & ATTIRE: In most cases you will be permitted to wear regular school clothing on your job site. However, some places will ask you to wear clothing appropriate to meeting the public. The hospital and garages might provide smocks and overalls and other job sites may provide special clothing if the work dirties your school clothing. You are expected to wear clothing appropriate to the job site you are assigned to. This will be determined by your job site supervisor.
2) NAMETAGS: These are required in some job sites especially where you will be expected to meet the public (hospital, offices, PX, etc.). The CWE Coordinator will give you a nametag or you can have one custom-made at the EES Engraving Shop. Ask your job site supervisor if he expects you to have a nametag on your job site.
3) GRADES: The CWE grade is based on several things including the EVALUATION FORM completed by your job site supervisor, your WORK REPORTS, completion of NINE WEEKS PROJECT, reading assignments, attendance and participation in the class meetings. Letter grades are: A=Superior Work B=Good Work C=Average Work D=Passing Work F=Failing Work I=Incomplete Work. All nine week and semester grades are posted on the CHECKLIST in the CWE OFFICE. The CWE grade will be counted as part of your total grade point average and you will earn appropriate credit each semester for successful completion of your work in CWE. Be sure to turn in all WORK REPORTS, EVALUATION FORMS, NINE WEEK PROJECTS, and reading assignments on time if you intend to earn an "A" in CWE.
4) VISITING OTHER JOB SITES: You will be encouraged to visit other CWE students at their job sites beginning the fifth week of school You must complete a JOB VISIT FORM and get approval by the CWE Coordinator before making this job visit. Some job sites welcome visits by CWE students and others do not permit visits because of security reasons.
5) CHANGE OF HOURS OR WORKING CONDITIONS: Anytime that you are not able to report to your job because of illness or because your job site is closed, you must notify the CWE Coordinator. If you are able, call your job site directly to let them know that you are sick and unable to work. If this is not possible, have another student notify the Coordinator that you cannot work and the Coordinator will call your job site. Any working conditions that change on your job site should be described to the CWE Coordinator as soon as possible.
6) EARLY RETURN TO SCHOOL FROM JOB SITE: If you leave your job site and return to school before the end of the CWE period come directly to the CWE Office. Do not go into the main school building or the TEEN CLUB or Snack Bar. This is a good chance to check the CWE Bulletin Board and discuss any problems you may be having with the Coordinator.
7) OFFICE HOURS: Daily from 0830 to 1230 and 1330 to 1700. When the CWE Coordinator is visiting job sites you can leave a message on the clipboard attached to the CWE Office door. To call the CWE Office dial _____.
8) IDENTIFICATION CARD: A CWE ID card will be issued to all CWE students. Keep it with you at all times. You will need to show it when you ride the CWE bus. You may be asked to show it to the Military Police Post Patroll when you report or return from your job site. Be sure it has the correct telephone number of your job site.
9) ATTENDANCE REQUIREMENTS: School regulations require you to complete a minimum number of hours at your job in order to earn full CWE credit. Unexcused and excessive absence and tardiness in reporting to your job can be a reason for dismissal from CWE.

---

I have read and understood these suggestions and will try to comply with them.

STUDENT'S SIGNATURE _____

(SAMPLE)

COOPERATIVE WORK EXPERIENCE - EMPLOYER'S GUIDELINES
AMERICAN HIGH SCHOOL
APO NEW YORK
(USDESEA Pam 352-602)

The Cooperative Work Experience Program appreciates your cooperation and interest in providing a job site where high school students may receive valuable training and experience in a career they are personally interested in pursuing. From our past experience we have found that the students greatly look forward to reporting to their job sites each day and work hard to learn the skills required of them. They have shown diligence and a conscientious attitude toward their work and respect and courtesy toward their co-workers. If , at any time, you are dissatisfied or puzzled by a student's conduct or work, please call the CWE Coordinator. While you work with these students, please consider these suggestions to make the work experience more meaningful to the student:

1. Keep an accurate record of the student's attendance and punctuality, and let him know that you are doing so (perhaps the attendance calendar can be posted in open view). If the student is absent three days in a row with out notifying you, please call the CWE Coordinator. Normally the coordinator will visit every two weeks, so there will be opportunities to confer with him about the progress of the student.

The actual time the student reports each day can be agreed upon by you and the student - as long as he sticks to the time agreed upon. He must also call you in advance if he is unable to come to work. Ask for a written note or school form after an absence and keep any notes you may receive on file.

2. Treat the student like an employee, and this means the dignity accorded any adult. Do not try to make things easy for him . . . he is an employee, not a guest. He is being paid for his work in credits, grades and the educational experience he gets on the job. Moreover, he is doing this work during school hours. If there is no regular work for him to do on a given day, set him to work at anything that will be useful.

3. Do not give him days off. This may tend to "spoil" him or cause him to develop lazy habits. If for any reason (such as a field exercise) you cannot have him come to work- try to notify him in advance so that he can tell the CWE Coordinator and be assigned to a study hall or library for that day.

4. Plan on his coming regularly (daily) and provide him with enough work to do. As a matter of fact, plan more than he can do. It is good for his morale if he is kept very busy. Students like to be able to say how busy they are or how difficult their job is. If the student is working hard and helping you, he will feel good about it; he will feel useful and needed.

5. Let him try new things; test his responsibility.

6. Keep a file on the student (materials provided by the school) that includes carbon copies of your evaluation of him, notes, samples of his work, if possible, any tests taken, attendance calendar, this guideline, etc.

7. Call the school whenever you want to get in touch with the CWE Coordinator.

Following these guidelines will take up some of your time and energy, but the response you get from most students will make it very much worth your while and benefit the student to a high degree.

## APPENDIX B

REGULATIONS:

1. USDESEA Reg 352-600 (governing the CWE program)..... B-1

2. Legal considerations for CWE in USDESEA ..... B-2

3. Memorandum on USDESEA Work-Study Program for High School Students (prepared by the JAG Office, USAREUR)..... B-3

4. Memorandum on USDESEA Work-Study (prepared by DoD in Washington) ..... B-4



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DIRECTORATE
UNITED STATES DEPENDENTS SCHOOLS
EUROPEAN AREA
APO 09164

REGULATION NO. 352-600) 1 February 1975

## EDUCATION AND TRAINING

### Cooperative Work Experience Program

1. PURPOSE. This regulation provides school administrators, supervisors, and cooperative work experience coordinators with basic policy, criteria and guidance for establishment and implementation of cooperative work experience programs in high schools of USDESEA.

2. GOALS OF COOPERATIVE WORK EXPERIENCE. USDESEA cooperative work experience programs will be developed in accordance with the following goals:

a. Provide an ongoing, educational program for high school students to help them experience the world of work, understand concepts of industrial change, and participate in personal and vocational self-discovery.

b. Develop a cooperative school-employer relationship in the community.

c. Assure competent industrial supervision of cooperative work experience participants in coordination with school.

d. Assure opportunity for students at all levels of ability and achievement opportunity for self-development and recognition of individual worth.

3. SCOPE. Applicable to all secondary schools of USDESEA.

4. GENERAL. Programs may include three categories. They are:

a. In-School Program. For students interested in and able to participate in cooperative work experience situations within the school, including but not limited to switchboard operator, stenographer, IMC technician, laboratory assistant, bookeeper.

b. Post and Base Facilities Program. For students interested and able to participate in programs in the local military community, including but not limited to electronic technician, computer programer, medical librarian, X-ray technician, automotive maintenance technician, movie projectionist.

c. Local Industries Program. For students interested and able to participate in programs in local community's civilian industries. This includes but is not limited to European Exchange System(EES) and private American and host-nation businesses.

*This Regulation supersedes USDESEA Reg. 352-600 dated 24 April 1972.

5. PROGRAM IMPLEMENTATION. The criteria listed below are established to implement a USDESEA cooperative work experience program: (Procedural guidance for operation of CWE programs is provided in USDESEA Pamphlet 352-602).

a. Coordination.

(1) Secure a cooperative work experience coordinator. Provide appropriate periods per day for coordination of the cooperative work experience program (Appropriate periods should be construed as a minimum of one period per day, exclusive of the normal teaching preparation period, as a basis for establishing a program - with 15 pupils not to exceed 20 pupils per period, or major fraction thereof, being a reasonable ratio for equating the additional hours required). Students will be assigned only during hours when the coordinator is available to supervise.

(2) The Cooperative work experience coordinator shall be qualified as a teacher under NCA standards and shall have earned at least 20 semester hours in guidance, business, and/or vocational-occupational subjects.

b. Work Locations.

(1) Each work location should be socially desirable, adequately equipped, free of health hazards, and have a qualified sponsor to train the student on the job.

(2) Occupations in which students are placed should be suited to their abilities, interests, and time available for training.

(3) The work experience must be developmental in nature, following a training outline developed by supervisor and school coordinator. Copy of outline will be given to student and job supervisor.

c. Students.

(1) Students should be selected on the basis of appropriate grade level, school records, interest, aptitude and ability to succeed in the occupation. Opportunities may be made available to special education students, where this is feasible. Students should be enrolled in grades 9-12 and have reached their fourteenth birthday prior to enrollment in the CWE program. They should not be assigned a work site with an immediate member of their family.

(2) In accordance with generally established practices, minors should be prohibited from performing hazardous occupations such as motor vehicle driver and helper and operator of such equipment as wood-working machine, bakery machine, power-driven hoist, elevator, crane derrick, hoist and high-lift truck, etc.

(3) Students should be employed a minimum of ten hours per week. Credit will be assigned at the rate of one credit for each five hours of work and the accompanying class, with a maximum of 15 hours per week. Credit is given to students who work before and after school as long as one of the hours worked is part of the school day. It may be first or last period of the day.

(4) There must be a written agreement between the student, employer, parent and school as to the hours of work, hours in school, wages (if any), and the length of the training period.

d. Cooperative Work Experience Directed Activities.

(1) Schools having cooperative work experience programs will include in the curriculum, related cooperative work directed activities, including basic orientation, employer-employee relationship, analysis of the world of work, and the changing aspects of the labor force.

(2) Directed activities are required of all students, and will be taught and/or directed by the cooperative work experience coordinator.

(3) Adequate classroom facilities and instructional materials should be provided.

e. General.

(1) A representative advisory committee should be appointed to aid the operation of the program.

(2) Occupational surveys and follow-up studies of former students should be conducted at intervals to determine changes to be made in the training.

6. RESPONSIBILITIES.

a. The principal is the direct administrative supervisor of the coordinator. Success of cooperative work experience programs depends in part upon the interest, understanding, and guidance the coordinator receives from the principal. The principal will coordinate the establishment and operation of the program with the District Superintendent's Office. The principal is responsible for the organization and operation of the cooperative work experience program and accomplishes the following with the assistance of the coordinator:

(1) Provide adequate classroom/office space and equipment.

(2) Schedule the cooperative work experience class.

(3) Interpret the cooperative work experience program to the school, the staff, the parents of the students, the PTA and the community.

(4) Be informed regarding cooperative work experience methods, objectives, and the need for coordination of facilities.

(5) Insure that regulations and policies set by the Directorate are complied with.

b. Cooperative Work Experience Coordinator.

(1) Direct the cooperative work experience program and teach and/or direct the cooperative work experience activities.

(2) Serve on the advisory committee.

(3) Assist in the development of the program to meet pupils' needs through visiting places of employment and analyzing work activities.

(4) Supply to the employer pertinent information regarding pupil needs.

(5) Effect and record cooperative agreements with students, parents, and employers regarding instruction.

(6) Evaluate individual programs of instruction.

(7) Work closely with the counseling staff to select and place pupils in the program.

(8) Select and approve work locations.

(9) Conduct follow-up studies and research as it relates to the cooperative work experience program.

c. Employer.

(1) Establishes with the coordinator a contract and training procedures including hours, wages (if any), and legal responsibilities.

(2) Selects interested, sympathetic, cooperative, and highly trained supervisors.

(3) Provides progress reports as requested by the coordinator.

d. Advisory Committee.

(1) Normally consists of the base or post commander or community leader, or his appointee, the hospital officer or NCO, a CPO representative, the principal, a counselor, the CWE coordinator, and representatives from among teachers, parents, and students.

(2) Assists in the selection of suitable work locations.

(3) Recommends materials for the cooperative work experience class and assists in the procurement of trade journals, leaflets, handbooks, catalogs, and other related materials of value for classroom instruction.

(4) Recommends pre-requisites of training and education background for each facet of cooperative work experience program.

(5) Discusses local business conditions and plans for future training needs.

7. SOURCES OF MATERIALS. A supply of instructional materials should be maintained and kept up-to-date to meet the needs of the cooperative work experience student. Materials should be catalogued for ready reference and kept in a place available to students. The materials should include the following:

a. Booklets and pamphlets from manufacturers, publishers, and trade associations.

b. Trade journals and business magazines often obtained free of charge from publishers or business firms.

c. Reference books and supplementary texts.

d. Charts, posters and other bulletin board materials.

(AEUED-IS-CD KRL-7084)

FOR THE DIRECTOR

OFFICIAL:

THOMAS H. WILBER
Executive Officer

SAMUEL J. MICELI
Administrative Officer

Distribution: A,B,D,E,I,J,K, PLUS
4 ea District PPS Coord

COOPERATIVE WORK EXPERIENCE
AMERICAN HIGH SCHOOL
APO NEW YORK

SUBJECT: Legal Considerations for CWE in USDESEA

The following guidelines will be adhered to in establishing and implementing CWE programs in USDESEA high schools. These are the results of legal opinions of Chief, Military Affairs and Legal Assistance Division USAREUR (JAG) and Assistant General Counsel, Manpower and Reserve Affairs, Department of Defense, Washington, and have been staffed with the Director of Dependent Education, Washington and Headquarters USAREUR. These supplement USDESEA Reg. 352-600 governing CWE.

1. Student relations with the job site supervisor will vary dependent upon whether the studend's work site is in a government activity on a pay or non-pay basis, a non-governmental activity covered by international agreement or in a local national business. In all cases to participate in the USDESEA CWE program the student must be enrolled in grades 9-12.

2. These regulations relate to students in government appropriated and non-appropriated fund activities on a non-pay basis. The student can not be regarded as an employee of the agency, but rather as a trainee receiving instructions at that site. This relationship can be established by:

a. The student-trainee should be selected by the school, rather than by the participating agency. The school has unrestricted power to remove the student, but may also agree to remove the student at the request of the agency.

b. Student work products may benefit the participating agency and student duties may be similar to full-time and part-time employees. The agency must assure that the student work product does not become essential for accomplishing the agency's mission.

c. Students will be supervised on the job by agency employees but the school has to participate in the decision as to major duties and responsibilities assigned, and in any changes.

d. Students can not be put in a position where they supervise agency employees.

e. The student can not perform duties which entitle a third person to rely on his acts as being those of an agent of, and binding upon, the Government. In situations where students will come in contact with third parties, the use of distinctive nameplates containing the description student-trainee should be considered.

f. Students should not have access to information which is either classified or is for official use only.

g. A student who is not an employee of the participating agency would have no entitlement to employee benefits for job-incurred injury or disease. He would, of course, have the same entitlement as third parties to compensation for injury or property damage caused by the negligence of agency employees. In this connection, an agency and its employees usually must exercise a higher standard of care for the safety of invitees or business visitors than is owed to tresspassers. Nevertheless, it does not appear that appropriated or non-appropriated fund agencies will incur any abnormal risk by participating in the program so long as the student's duties and the premises involved are not of a dangerous character.

h. Not withstanding that a student is not regarded as an employee within the meaning of the Federal personnel laws, his own negligence can afford third parties a proper basis for claims against the Government for personal injury or property damage. In this respect, the agency incurs no greater risk than in the hiring of an additional employee. This affords, however, further reason why the student should not be permitted to undertake work which exposes the persons or property of others, as well as his own, to a significant risk of harm.

3. These regulations relate to students in government appropriated and non-appropriated fund activities on a pay basis.

a. The participating agency must have a vacancy within any applicable manpower restriction, the student must be found qualified, and he must be employed through the prescribed procedures. Once he is employed, such matters as pay, promotion, health, and retirement benefits, disciplinary procedures, and termination of employment become subject to the regulation applicable to other employees of the same category.

b. The CWE coordinator still has the responsibility of visiting the job site, of helping to determine student's duties and of establishing the position continues to be a learning situation for the student. If this is not the case, the job can no longer be considered a CWE site and credit can not be awarded the student.

4. Participation in non-governmental agencies of the type which International agreements permit to receive logistical support from the armed force, such as the University of Munich and the American Red Cross is allowable on either a pay or non-pay basis. In either case the student can be regarded as an employee of the agency, however, again, a learning situation must be present for the site to be considered a CWE station and for the student to receive credit.

5. Participation by employers having no special status under international agreements (whether U.S. or locally owned) requires a thorough analysis of local laws and adherence to them in establishing a CWE site.

AEAJA-MALA (undtd)
SUBJECT: USDESEA Work Study Program for High School Students

TO DCSPER FROM JA DATE 29 JAN 1969
ATTN: AEAGA-P-ED LTC Fulton/CPT Najarian/Jen

1. A major consideration pertaining to the USDESEA work study program is whether the student will become an employee of the participating agency or employer. In view of restrictions imposed on appropriated fund activities by or pursuant to Federal personnel laws, and on non-appropriated fund activities by Army or command regulations governing employment, this consideration is especially significant to participation by Army agencies, units, and activities. If the student is to become an employee, whether part-time or otherwise, the participating agency must have a vacancy within any applicable manpower restrictions, the student must be found qualified, and he must be employed through the prescribed procedures. Once he is employed, such matters as pay, promotion, health and retirement benefits, disciplinary procedures, and termination of employment become subject to the regulations applicable to other employees of the same category. It may not be possible especially in the case of appropriated fund employment - to condition his retention on his continuation in the school or its work study program.

2. When it is not intended that the student become an employee of the participating agency, the problem is how to avoid his nevertheless being regarded as an employee despite the lack of formality, since this could violate restrictions on obtaining personal services by contract or result in the student becoming intitled to Federal benefits as an employee. Mere declarations that the student will not be regarded as an employee. Mere declarations that the student will not be regarded as an employ-e are not alone sufficient. Section 184 of the Vocational Education Act (Pub. L. 90-576, 82 Stat. 1090), provides that students employed in work study programs under that statute "shall not by reason of such employment be deemed employees of the United States, or their service Federal service, for any purpose." The USDESEA program, however, is not undertaken pursuant to that statute, and derives no benefit from its provisions. Accordingly, while the USDESEA regulation and written agreements with employers should contain such a recital as that quoted above, other steps (see paragraphs 3-4, below) must be taken, too.

3. In general, an employee-employer relationship within the purview of the Federal personnel laws and regulations is deemed to have been created if the employee is appointed or employed by a Government official, is engaged in the performance of a Government function, and is under the supervision and direction of a Government employer. Accordingly .....

a. The student-trainee should be selected by the school, rather than by the participating agency. The school should have unrestricted power to remove the student, but may also agree to remove the student at the request of the participating agency.

b. Although the student's work product may be of benefit to the participating agency, and his duties may be similar to that of regular full - or part-time employees, the agency must assure that the work product does not become directly integral to the accomplishment of its assigned function. General measures that can be used to preclude this appear to be (i) express recognition in the agreement that its purpose is to assist in the vocational education of the student and not to enable the agency to accomplish its mission, and (ii) vigilant monitorship by the school and agency to assure that the facts do not become otherwise.

c. While the student must necessarily be supervised on-the-job by a Government (appropriated or non-appropriated fund) employee, provision should be made for school participation in decisions as to major duties and responsibilities assigned, and in any changes therein.

4. The student who is not regarded as an employee must not be placed in a position which requires or permits him to supervise in any way the work of agency employees of any category. Of equal importance, he must not be permitted to perform duties of a type which will entitle third persons to rely upon his acts as being those of an agent of, and binding upon, the Government. (In situations where the student will come in contact with third parties, the use of a distinctive name-plate containing the description "student-trainee," or the like, should be considered.) Finally, the student must not have access to information which is either classified or is for official use only.

5. Adherence to the guidelines set forth in paragraphs 2-4, supra, should avoid the student being regarded as an employee of the participating agency within the purview of the Federal personnel laws and regulations pertaining to the employment of civilians by appropriated and non-appropriated fund agencies. Whether the student nevertheless could be compensated under these circumstances cannot be difinitively answered without reference to the source of funds proposed to be used and the purposes for which such funds have been allocated or made available. In this connection, it is observed that avoidance of an employee-employer relationship for the purpose of personnel laws does not necessarily preclude an employee-employer relationship existing for the purpose of taxation (e.g., income tax withholding and FICA contribution.)

6. A student who is not an employee of the participating agency would have no entitlement to employee benefits for job-incurred injury or disease. He would, of course, have the same entitlement as third parties to compensation for injury or property damage caused by the negligence of agency employees. In this connection, an agency and its employees usually must exercise a higher standard of care for the safety of invitees or business visitors than is owed to trespassers. Nevertheless, it does not appear that appropriated or non-appropriated fund agencies will incur any abnormal risk by participating in the program so long as the student's duties and the premises involved are not of a dangerous character.

7. Notwithstanding that a student is not regarded as an employee within the meaning of the Federal personnel laws, his own negligence can afford third parties a proper basis for claims against the Government for personal injury or property damage. In this respect, the agency incurs no greater risk than in the hiring of an additional employee. This affords, however, further reason why the student should not be permitted to undertake work which exposes the persons or property of others, as well as his own, to a significant risk of harm.

8. The foregoing discussion has been limited to the concept of participation in the program by Government, including non-appropriated fund agencies. This office perceives no legal objection to participation by non-governmental agencies of the type which international agreements permit to receive logistical support from the armed forces, such as the University of Maryland and the American Red Cross. Participation by employers having no special status under international agreements (whether US or locally-owned) requires thorough analysis of local law pertaining to the establishment of an employee-employer relationship and the incidents of that relationship. This office does not regard such studies as necessary unless a determination is made that the use of local civilian employers is essential to the work study program.

9. In summary, there is no disqualifying legal objection to the USDESEA work study program so long as the following principles are observed:

a. As to each placement, it must be determined whether the student is to become an employee of the participating agency.

(1) The student properly can become an employee in this sense only if the agency has authorization and funds for the hire of temporary, intermittent, or part-time employees, the student is appropriately qualified, and the required employment procedures are observed. A student who is, or becomes, an employee is subject to all the rights, entitlements, duties, and obligations or that status.

(2) If the student is not to become an employee of the participating agency, special precautions must be observed, especially as activities within the purview of the civil service laws. The type of precaution to be observed is set forth in paragraphs 2-4, above.

b. Notwithstanding that a student is not an employee of the participating agency for the purpose of personnel laws and regulations, he may nevertheless become a proper claimant if the negligence of an employee causes injury to his person or property. Attempts to avoid this by contract (i.e., releases) are of doubtful legal efficacy and are not recommended.

c. Notwithstanding that a student is not an employee of the participating agency for the purpose of personnel laws and regulations, the agency is likely to be liable for claims caused by the negligence of the student, and for any obligations undertaken with apparent authority.

d. Participation by agencies or employers wholly subject to local law should not be sought without a full evaluation of the legal consequences to the employer and the student.

10. When these comments have been considered by your office and the Director, USDESEA, and any necessary policy determinations made, this office is prepared to assist in revising the agreement to be entered into by the student, parent, school, and participating agency.

FOR THE JUDGE ADVOCATE:

WILLIAM S. FULTON, JR.
LTC, JAGC
Chief, Military Affairs and
Legal Assistance Division

DEPARTMENT OF DEFENSE
OFFICE OF GENERAL COUNSEL
WASHINGTON, D.C. 20301

May 14, 1969

MEMORANDUM FOR Doctor Anthony Cardinale
Director for Dependents Education
Office of the Deputy Assistant Secretary
of Defense (Education)

SUBJECT: United States Dependents Schools European Area
(USDESEA) Work-Study Program

This is in reply to your memorandum of April 18, 1969, in which you asked for our comments on the proposal to establish a work-study program in the Overseas Dependents High Schools.

We believe that the proposal to establish an expanded work-study program in the Dependents High Schools in Europe is a good one, and that a policy statement from your office is desirable. The memorandum of January 29, 1969, signed by Lt. Col. William S. Fulton, Jr., Chief, Military Affairs and Legal Assistance Division, USAREUR (JAG), sets forth the areas of major legal concern in connection with the development of such a program. We will not attempt to paraphrase this excellent memorandum, but we do wish to emphasize the importance of adhering to the precautions elucidated by Lt. Col. Fulton. It is particularly important that we avoid any appearance of treating the students as though they were unpaid employees; their training status must be emphasized. The program should be continuously monitored to avoid degeneration into a situation in which Government agencies are regularly assigning work projects to the students rather than to civil service employees.

The agreement between the student, parent, school, and participating agency referred to in paragraph 10. of Lt. Col. Fulton's memorandum should be forwarded to your office. We will be happy to assist you in reviewing it for legal sufficiency.

In reference to the specific questions contained in the last paragraph in your memorandum of April 18, 1969, we believe that a minimum age of 16 for participation in the work-study program would be appropriate, since this is a common age at which children are permitted to obtain working papers. Although the students would not be employees, the training necessitates their presence in a work environment. Consequently, the working-paper age suggests a suitable minimum. The maximum should, of course, be 20 since only minor dependents are eligible for secondary school education.

The students, as we indicated above, should normally not be employed under Civil Service Regulations, but should receive training.

Liability for injury cannot be avoided as student-trainees would have the rights of third party invitees to bring legal action for injuries and the Government would be responsible for any injuries which they may cause to others in the course of receiving their training (see paragraph 6. or Lt. Col. Fulton's memorandum).

ORR

We have conferred with representatives of the Office of Civilian Personnel Policy and the Office of the Assistant General Counsel (Comptroller). Both offices see no objection to the proposed plan providing the approach described by Lt. Col. Fulton is faithfully followed. We will appreciate being kept informed on the progress of this program.

FRANK A. BARTIMO
Assistant General Counsel
(Manpower and Reserve Affairs)

# DEPENDENT'S EDUCATION COOPERATIVE WORK EXPERIENCE

## INFORMATION PACKET

DIRECTORATE
UNITED STATES DEPENDENTS SCHOOLS
EUROPEAN AREA

APO 09164

15 JANUARY 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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TV Cameraman, IMC Technician & Art Illustrator.....12

Key Punch Operator, Switchboard Operator & Telephone Repairman.13

Photographic Assistant & X-Ray Technician.....14

Banking Assistant & Travel Assistant.....15

Data Processor, Industrial Electrician & Business Machine Repairman.....16

Orthopedic Clinic, Pharmacist & Dental Technician.....17

Butcher, Animal Trainer & File Clerk.....18

Library Assistant, Advertising Copywriter & Journalist.....19

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Motorcycle Repairman & Cashier.....21

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DIRECTOR'S MESSAGE

This booklet contains information about the Cooperative Work Experience (CWE) program in USDESEA.

The program began in September 1968 at five USDESEA high schools with a combined enrollment of 300 students. At the present time, all of USDESEA secondary schools offer CWE as part of their curriculum with an enrollment of 2500 students.

The program's aim is to provide our students a unique opportunity to learn about the world of work and about themselves.

The USDESEA schools deeply appreciate the cooperation extended by the military community in making this program so meaningful and vital to our dependent school youth. The CWE program is another example of the close cooperation that can exist between the school and the community.

J. A. Mason

JOSEPH A. MASON
Director

## WHAT IS COOPERATIVE WORK EXPERIENCE?

Cooperative Work Experience is a program designed to introduce students to the world of work. The program provides the high school student the opportunity to gain experience in occupations of his/her choice by utilizing the resources of the community and the school. The student is enrolled for two or three hours per day, and he/she spends this time on the job site learning about a specific job and related occupations. In addition, directed activities provide him/her the opportunity to explore and to evaluate his/her effectiveness and suitability in the world of work.

## WHAT ARE THE OBJECTIVES OF CWE?

By participating in CWE the student will be able to:

...recognize that the process and content of the school's curriculum are relevant to career requirements and responsibilities. (RELEVANCY)

...appreciate the importance of work to personal fulfillment and to growing independence and maturity. (SELF ACTUALIZATION)

...analyze career opportunities and their requirements and compare these to personal potential and expectations. (SELF EVALUATION)

...relate in a positive manner to CWE coordinators, to job site supervisors and fellow workers, and to the public served. (INTER-PERSONAL RELATIONS)

...identify with, and participate in, adult roles and responsibilities in the world of work. (APPLICATION)

## WHERE ARE THE JOB SITES LOCATED?

COOPERATIVE WORK EXPERIENCE job sites are located both on the military installations and the civilian economy. The CWE Coordinator is responsible for arranging all job sites according to the objectives and goals of the CWE Program.

In some schools, the job sites may be within walking distance while in other schools the job sites may be many miles away.

The job sites offer the CWE student a broad variety of learning experiences which can be highly valuable in making career decisions and in acquiring skills training.

## HOW CAN STUDENTS PARTICIPATE IN THE CWE PROGRAM?

Students who desire to participate in the CWE program should contact the school counselor and the CWE Coordinator.

The three basic requirements for enrollment in CWE are:

1. Students should be enrolled in grades 9-12 and have reached their fourteenth birthday prior to enrollment in the CWE Program.

2. Parents must approve of enrollment in CWE by signing the student's STATEMENT OF UNDERSTANDING and TRAINING AGREEMENT. (The forms are supplied by the CWE Coordinator).

3. The student's schedule must include at least two periods each school day for CWE Credit is given to students who work before and after school as long as one of the hours worked is connected to the school day. This could be the first or last period of the school schedule.

The student can enroll in CWE for a maximum of three periods each school day. Additional periods must be approved by the high school principal. There is no limit to the number of years that a student can enroll in CWE while in grades 9-12, as long as the student is able to schedule all other classes needed to fulfill graduation requirements.

## UNITS OF CREDIT

CWE is an elective course in which any student may register who meets the enrollment requirements. Credit is granted according to the number of hours worked per week. Ten hours per week (2 periods per day) is the minimum, for 2 credits per year. Fifteen hours per week (3 periods per day) is the maximum, for 3 credits per year. Students may work longer than 3 hours per day with the permission of the high school principal, and earn additional credit. These credits are counted toward graduation.

**********

The following pages depict students participating in USDESEA's CWE program. Special acknowledgment is given to Kaiserslautern HS, Wiesbaden HS and Vicenza HS for contributing the pictures found in this publication.

WELDER

Related Jobs:
Tin Smith, Black Smith, Construction Metalurgy, Engineering

RECEPTIONIST/SECRETARY

Related Jobs:
Typist, Social Secretary, Stenographer, File Clerk, Switchboard Operator, Court Reporter, Registrar

ANNOUNCER

Related Jobs:
Radio/TV Producer, Network Announcer, Master of Ceremonies, Program Director, Production Man



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## ELECTRONIC TECHNICIAN

Related Jobs:
Electronics Assembler, Electrical Engineer, Radio Engineer, Electrical Draftsman, Instrumentation Technician

## AUTOMOTIVE MECHANIC

Related Jobs:
Garage Mechanic, Motor Assembler, Truck Mechanic, Motor & Chassis Inspector, Test Driver, Motorcycle Repairman

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## PEDIATRICS ASSISTANT

Related Jobs:
Children's Nurse, Obstetrician, Child Psychiatrist

## DRAFTSMAN

Related Jobs:
Architect, Engineer, Construction worker, Tracer, Copyist

## BEAUTY SHOP ASSISTANT

Related Jobs:
Cosmetician, Wig Dresser, Manicurist, Facial Operator



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## NURSING ASSISTANT

Related Jobs:
Vocational Nurse, Private Duty Nurse, Hospital Nurse, Nurse Educator, Public Health Nurse, Occupational Health Nurse

## DENTAL ASSISTANT

Related Jobs:
Dental Hygienist, Instructor of Group Dental Practice

## LABORATORY ASSISTANT

Related Jobs:
Blood Bank Technician, Cytotechnician, Radio-isotope Technician, Hematology Technologist

## VETERINARY ASSISTANT

Related Jobs:
Veterinary Livestock Inspector, Laboratory Technician, Veterinary Pharmacologist, Bacteriologist, Kennel Assistant

## PHYSICAL THERAPIST

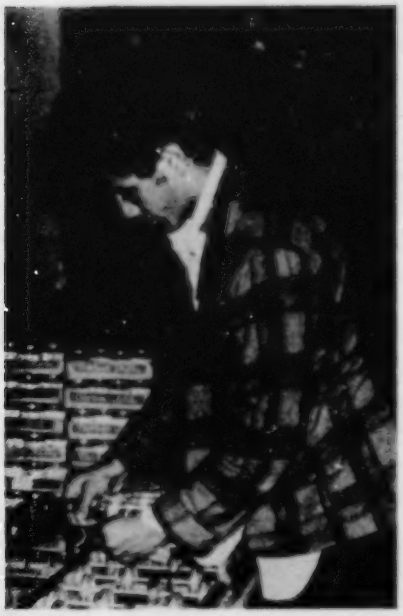
Related Jobs:
Recreational Therapist

SALES CLERK

Related Jobs:
Buyer, Personal Shopper, Telephone Solicitor, Comparison Shopper, Sales Demonstrator, Ad-Man

STOCK CLERK

Related Jobs:
Supplies Clerk, Stores Auditor Clerk, Procurement Clerk, Order Filler



LEGAL SECRETARY

SECRETARY/STENOGRAPHER

Related Jobs:
Typist, Social Secretary, Stenographer, File Clerk, Switchboard Operator, Court Reporter, Medical Secretary, Appointment Clerk, Registrar

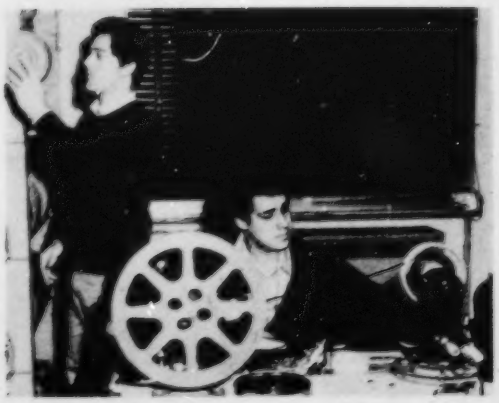
RECEPTIONIST

## TV CAMERAMAN

Related Jobs:
Darkroom Technician, Designer, Film Projectionist

## IMC TECHNICIAN

Related Jobs:
Film Projectionist, Audio-Visual Technician, Photographer



## ART ILLUSTRATOR

Related Jobs:
Commercial Artist, Layout Artist, Letterer, General Boardsman

## KEY PUNCH OPERATOR

Related Jobs:
Data Processor,
Computer Serviceman,
Payroll Clerk

## SWITCHBOARD OPERATOR

Related Jobs:
Telephone Receptionist, Reservation Agencies

## TELEPHONE REPAIRMAN

Related Jobs:
Stationary Engineer,
Electrician, Testboardsman, Central Office Repairman,
Frameman

## PHOTOGRAPHIC ASSISTANT

Related Jobs:
Color Technician, Photographer, Retoucher, Film Stripper, Printer Operator, Slide Mounter

## X-RAY TECHNICIAN

Related Jobs:
X-Ray Equipment Tester, X-Ray Consultant, X-Ray Service Engineer, Fluoroscope Operator, Radiological Health Specialist, Radiotherapist

## BANKING ASSISTANT

Related Jobs:
Accounting Clerk, Bank Cashier, Loan Clerk, Coin Machine Operator

## TRAVEL ASSISTANT

Related Jobs:
Touring Counselor, Travel Bureau, Clerk, Tourist Guide

## DATA PROCESSOR

Related Jobs:
Computer Serviceman, Programmer, Systems Analyst, Payroll Clerk

## INDUSTRIAL ELECTRICIAN

Related Jobs:
Cable Foreman, Electrical Repairman, Automatic Pinsetter Mechanic, Building Maintenance Supervisor, Complaint Inspector

## BUSINESS MACHINE REPAIRMAN

Related Jobs:
Equipment Installer, Systems Engineer, Data Processing Technician

## ORTHOPEDIC CLINIC

Related Jobs:
Nurse, Orthopedic
Technician, X-Ray
Assistant

## PHARMACIST

Related Jobs:
Druggist, Hospital
Pharmacist, Private
Pharmacist

## DENTAL TECHNICIAN

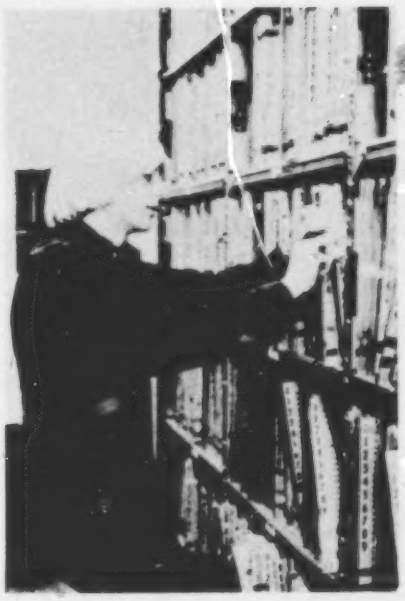
Related Jobs:
Dental Hygienist,
Instructor of Group
Dental Practice

## BUTCHER

Related Jobs:
Slaughterhouse Employee, Meat Jobber, Wholesale Meat Cutter

## ANIMAL TRAINER

Related Jobs:
Kennel Assistant



## FILE CLERK

Related Jobs:
Appointment Clerk, Admitting Clerk, Registrar

LIBRARY ASSISTANT

Related Jobs:
Acquisition Librarian, Cataloguer, Reference Librarian

ADVERTISING COPYWRITER

Related Jobs:
Critic, Ad Writer, Editorial Writer

JOURNALIST

Related Jobs:
Newspaper Reporter, Columnist, Copywriter, Critic, Lexicographer, Correspondent

## POLICE ASSISTANT

Related Jobs:
Inspector, Detective, Highway Patrol Officer, Special Agent, Fingerprint Classifier

## TEACHER'S AIDE

Related Jobs:
Nursery, Secondary Level Teaching, School Administration, Counseling

## OPTOMETRIC ASSISTANT

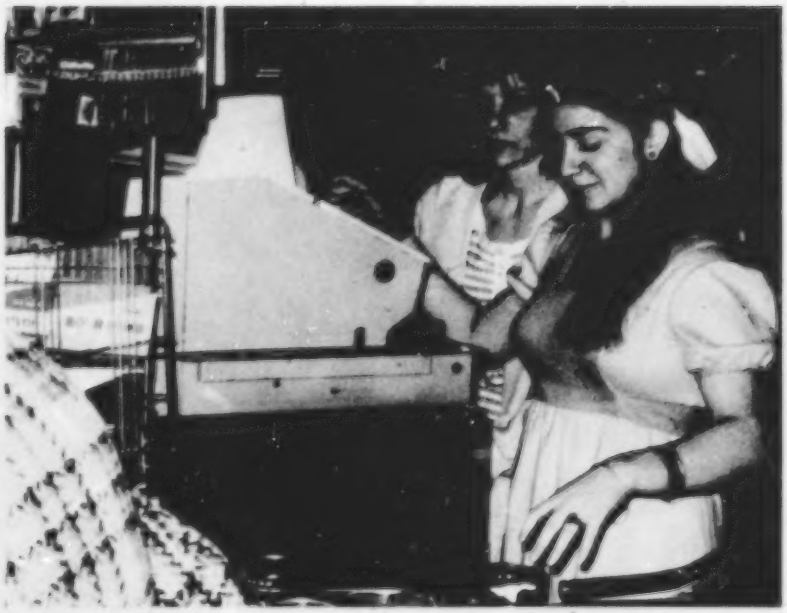
Related Jobs:
Optometrist, Optician, Ophthalmologist, Audiologist

MOTORCYCLE REPAIRMAN

Related Jobs:
Garage Mechanic, Motor Assembler, Automotive Mechanic, Test Driver, Truck Mechanic

CASHIER

Related Jobs:
Sales Clerk, Sales Demonstrator, Bank Cashier



TAILOR ASSISTANT

Related Jobs:
Designer,
Sample Stitcher,
Pattern Maker,
Fitter, Trimmer,
Apparel Clerk

COLLATOR

Related Jobs:
Printer,
Typesetter,
Pressman,
Bookbinder

STUDENT'S SAY.....

.....I liked getting credit for doing a job I liked.

.....It gave me the feeling that I was old enough to be a responsible person.

.....The people on my job site treated me like I was an intelligent, grownup person.

.....I liked the chance to try different kinds of jobs during the year.

.....I really enjoyed the chance to get out and meet some people not connected with the school.

.....I am glad that my work experience helped me to decide what courses to take during my senior year.

.....My work experience really helped me to decide what kind of work I want to do after I finish school.

.....I sure enjoyed the chance to work with my hands during my CWE periods.

.....In CWE, I learned to apply what I was learning in my other classes.

.....In CWE I liked being with people who were workers and not teachers.

.....I learned a lot about how to deal with people from my job in CWE.

.....Almost everything I did was related to my future plans.

.....I understand better some things that I was learning in my classes from my job in CWE.

.....Going to my job really made my day!

.....My classes in school teach me how and my job in CWE lets me apply what I learn.

.....My supervisor was the greatest person I have ever met!

.....I know I couldn't learn as many things in a class as I did at my job site in CWE.

.....CWE was the best part of my day. I'm sorry it passed so quickly.

.....I really enjoy the work that was assigned to me at my job site.

.....I really liked CWE because it was never boring.

.....My job site was directly related to my personal interests and I really became deeply involved in what I was doing.

.....Although my work was sometimes routine, I feel that I learned a lot at my job site this year.

.....My work was changing every day and I really enjoyed meeting new people every day.

.....I found that I could learn something by observing other people at work.

.....I liked my job because I felt I was helping other people.